DOCUMENT RESUME

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TITLE	Youth in Force in the Labor Force.
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IDENTIFIERS	*Alaska

ABSTRACT

Five Alaskan communities, Ketchikan, Palmer, McGrath, Dillingham, and Kotzebue, were selected as demonstration sites for the Balance of State (BOS) Youth Employment Training Program (YETP), which addressed in-school and out-of-school youth through assessment, career guidance, work-study, and out-of-school programs. An analysis of need showed that according to 1976 population estimates youth between the ages of fourteen and twenty-one number 36,940 in the BOS area, that data is lacking on high school dropouts age fourteen to twenty-one and on the annual number dropping out from high schools, and that juveniles were arrested for 65% of the burglaries, 56% of larceny thefts, 65% of vandalism, and 52% of liquor law violations. Barriers to employment were seasonality of many jobs, lack of fluency in English, inadequacy of transportation facilities in rural areas, alcoholism, personal problems, resistance to cultural change, employer prejudice, etc. (The five Alaskan target communities are analyzed separately according to needs resources and population; also, tables are included, after which goals and resultant objectives are listed [e.g., Goal: The student drop out, retention, and GED enrollment rates within the target areas will be affected significantly as a result of the YETP effort; Objective: At least 15% of the identified population will secure GED equivalency in the first nine months of program operation].) (VE)

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YOUTH IN FORCE IN THE LABOR FORCE

ED156716

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

CE 017 342

State of Alaska
YOUTH EMPLOYMENT AND TRAINING PROGRAM
Department of Community and Regional Affairs
Division of Manpower

STATE OF ALASKA

Jay S. Hammond, Governor

Department of Community and Regional Affiars

Lee McAnerny, Commissioner

Manpower Division
Lois A. Lind, Director

Manpower Division
A. G. Zillig, Deputy Director

Prepared By:

Dottie L. Kauffman, Grants Coordinator
Gene Walsh, Planner
Lisa Dell, Typist

CE 017 342

U.S. DEPARTMENT OF LABOR

EMPLOYMENT AND TRAINING ADMINISTRATION

NORTHWEST REGION

Rm 1145 FEDERAL OFFICE BLDG.
909 1st AVENUE
SEATTLE, WA 98174

December 27, 1977

Grant No. 02-8-001-48 (YETP)

Ms. Lois Lind
Director, Manpower Division
Department of Community and
Regional Affairs
State of Alaska
Pouch BC
Juneau, Alaska 99811

Dear Ms. Lind:

We have received your recently submitted Approval Request Letter and the following action has been taken:

___Modification #____ to PSA #_____ has been:
____Approved ____Disapproved

___Certification that Prime Sponsor Agreement #_____ remains unchanged from previous year has been:
____Approved ____Disapproved

___Certification that Prime Sponsor Agreement #_____ remains in effect with changes has been:
____Approved ____Disapproved

XX Annual Plan(s) # 02-8-001-48 YETP For Title III has been:
XX Approved ____Disapproved

___Modification #____ to Annual Plan #_____ for Title ____ has been:
____Approved ____Disapproved

XX The Notice of Fund Availability for Annual Plan(s) # 02-8-001-48 for Title III:
XX is attached ____will be forthcoming ____is not necessary

Should you have any questions on the above Action, do not hesitate to contact your Federal Representative Dick Brozovich Phone (206) 442-5642

Sincerely,

JAMES A. WEHMEYER
Grant Officer

Enclosure

DIR.	DEP. DIR.	GRANTS MNGT.	Dev. & DEL.
	DEC 29 1977		
SMS	FISCAL	SEC. CLERK	

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

NOTICE OF FUND AVAILABILITY

1

2. PSA NUMBER	3. ANNUAL PLAN NO.	4. ANNUAL PLAN PERIOD Start	End
PSA 02-8-001	02-8-001-48	1-1-78	9-30-78

5. GRANTOR

U. S. Department of Labor
Employment and Training Administration
Room 1145 Federal Office Building
909 First Avenue
Seattle, Washington 98174

6. GRANTEE

Balance of State - Alaska
Department of Community and
Regional Affairs
Pouch BC
Juneau, Alaska 99811

7. TITLE/PROGRAM OF ANNUAL PLAN

III Youth Employment (YETP)

A. FUNDING SUMMARY

FUND IDENTIFICATION FY / Title / Type	PRIOR LEVEL	CHANGE ON THIS NFA	NEW LEVEL
1. Carry-in Transfers			
SUB-TOTAL			
2. New Federal Obligations			
77 III Youth Employment (Formula)	-0-	382,730	382,730
SUB-TOTAL			
3. Total Fund Availability	-0-	382,730	382,730

B. REMARKS

C. ☐ This notification constitutes acceptance of your final reports for settlement of accounts under this annual plan. This settlement is subject to audit.

D. This NFA relates to annual plan modification number .....

APPROVED FOR THE GRANTOR BY:		FOR REGIONAL USE ONLY	
NAME: JAMES A. WEHMEYER		BOC	AMOUNT OF CHANGE
TITLE: Grant Officer		77-45-32-OP-05	382,730
SIGNATURE: James A. Wehmeyer	DATE: 12-27-77		

ETA 3-234 (Jul. 1977)

TABLE OF CONTENTS

	page
SF-424	i
Assurances and Certifications	ii
A. Objectives and Needs for Assistance	1
1. Program Purpose	1
2. Analysis of Needs	3
a. Population	3
b. Labor Market	17
c. Current Services	25
d. Local Priorities	27
B. Results and Benefits	38
1. Participant Goals	38
2. Other Goals	40
C. Approach	47
1. Program Activities and Services	47
a. Community Resource Inventory	48
b. Youth Council	58
c. Recruitment, Selection and Assessment	60
d. In-School Program	63
e. Work Experience	78
f. On-the-Job Training	80
g. Classroom Training	80
h. Placement and Follow Up	80
i. Services	82
j. Other Activities	84
k. Knowledge Development	84
2. Delivery Agents/Linkages	85
3. Discussion of Youth Programs	87
Planning Summary and Youth Budget Information Summary	87
D. Management and Administrative Plan	89
Occupational Summary	90
Budget Information Summary	91
Program Planning Summary	92

02-8-001-48 L

FEDERAL ASSISTANCE

2. APPLICANT'S APPLICATION — a. NUMBER: — b. DATE (Year month day): 19

3. STATE APPLICATION IDENTIFIER — a. NUMBER: — b. DATE (Year month day): 19

1. TYPE OF ACTION (Mark appropriate box(es)):
- ☐ PREAPPLICATION
- ☒ APPLICATION
- ☐ NOTIFICATION OF INTENT (Opt.)
- ☐ REPORT OF FEDERAL ACTION

Leave blank.

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
- a. Applicant Name: Governor, State of Alaska
- b. Organization Unit: Manpower Division
- c. Street/P.O. Box: Pouch BC
- d. City: Juneau
- e. County:
- f. State: Alaska
- g. ZIP Code: 99811
- h. Contact Person (Name & telephone No.): Dottie Kauffman, Grant Coordinator 465-3517

5. FEDERAL EMPLOYER IDENTIFICATION NO.: 92-600-1185

6. PROPOSED (From Federal Catalog)
- a. NUMBER: 17 • 240
- b. TITLE: CETA YETP 240

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

CETA Title III Part C Subgrant 3, Youth Employment and Training Program (YETP)
Provide a program for unemployed, disadvantaged youth between the ages of 16-21 which will increase their employability and enhance their career development.

8. TYPE OF APPLICANT/RECIPIENT
A-State; B-Interstate; C-Substate District; D-County; E-City; F-School District; G-Special Purpose District; H-Community Action Agency; I-Higher Educational Institution; J-Indian Tribe; K-Other (Specify):
Enter appropriate letter: A

9. TYPE OF ASSISTANCE
A-Basic Grant; B-Supplemental Grant; C-Loan; D-Insurance; E-Other
Enter appropriate letter(s): A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.): Balance of State - Alaska

11. ESTIMATED NUMBER OF PERSONS BENEFITING: 800

12. TYPE OF APPLICATION
A-New; B-Renewal; C-Revision; D-Continuation; E-Augmentation
Enter appropriate letter: A

13. PROPOSED FUNDING

a. FEDERAL	$ 382,730 .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ 382,730 .00

14. CONGRESSIONAL DISTRICTS OF:
- a. APPLICANT: BOS Alaska
- b. PROJECT: BOS

15. TYPE OF CHANGE (For 12a or 12c)
A-Increase Dollars; B-Decrease Dollars; C-Increase Duration; D-Decrease Duration; E-Cancellation; F-Other (Specify):
Enter appropriate letter(s):

16. PROJECT START DATE (Year month day): Date of execution

17. PROJECT DURATION: 9 Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY (Year month day): 19 77 12 01

19. EXISTING FEDERAL IDENTIFICATION NUMBER: N/A

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code): U. S. Dept. of Labor, Employ. & Training Admin. Region X

21. REMARKS ADDED: ☒ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ➤

a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouse and all responses are attached:

	None response	Response attached
(1) A-95 Clearinghouse	☐	☐
(2) Appropriate Labor Organizstions	☐	☐
(3) Community Based Organizations	☐	☐

23. CERTIFYING REPRESENTATIVE
- a. TYPED NAME AND TITLE: Lois Lind, Director Manpower Division
- b. SIGNATURE:
- c. DATE SIGNED (Year month day): 19 77 11 10

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED (Year month day): 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
- ☐ a. AWARDED
- ☐ b. REJECTED
- ☐ c. RETURNED FOR AMENDMENT
- ☐ d. DEFERRED
- ☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE (Year month day): 19

34. STARTING DATE (Year month day): 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE (Year month day): 19

37. REMARKS ADDED: ☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION

a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

STANDARD FORM 424 PAGE 1 (10-75)
Prescribed by GSA, Federal Management Circular 74-7

Assurances and Certifications

Additional Assurances for
Title III Youth Employment and Training Programs

Special Assurances and Certification

The applicant must include the following special assurances and certifications in its grant application:

1. Assure that the plan is in compliance with the Prime Sponsor Agreement (PSA), including the assurances and certifications in the PSA.

2. Assure that the plan is in compliance with the Youth Employment and Demonstration Projects Act of 1977 and the regulations of 29 CFR 97.701 - 97.721.

3. Compliance with the Hazardous Occupations Orders issued to 29 CFR 570.50 et. seq. with respect to the employment of youths under 18 years of age and the Child Labor Standards of 29 CFR 570.31 et. seq. with respect to the employment of youths aged 14 and 15.

The applicant also certifies that the information in this application is correct to the best of its knowledge and belief and the filing of this application has been duly authorized.

Governor, State of Alaska (Legal Name of Applicant)
Manpower Division, Dept. of Comm. & Reg. Affairs
Pouch BC, (Address)
Juneau, Alaska 99811

(Signature of Chief Elected Official or His/Her Designee)

Lois Lind, Director
(Typed Name & Title of Chief Elected Official or His/Her Designee)

(Date of Application)

YETP Plan Narrative

A. Objectives and Needs for Assistance

1. Program Purpose

The Balance of State Youth Employment and Training Program is a comprehensive approach designed to coordinate resources and enhance community input and support, while helping to bridge the gap between education and employment for youth. The program addresses both in-school and out-of-school youth through a mix of activities including assessment and career guidance, work-study and travel programs. The purpose of both the in-school and out-of-school programs is to increase career awareness and to enhance the employability, the job prospects and career opportunities available to youth. Emphasis has been placed on "pre-vocational" activities which provide a rational sequence of services to participants, encouraging the completion of or return to school and preparation toward careers. The program intends to provide for a less traumatic transition from adolosence to adulthood by increased preparation for entry into the world of work.

Cooperative relationships have been established with state agencies including the Departments of Labor, Education, Health and Social Services, Criminal Justice Planning, local educational agencies and community based organizations for the

purpose of developing program linkages not previously available to youth through a single delivery system.

For the purpose of operating a demonstration project within the budgetary constraints of this application, the Balance of State Prime Sponsor program will be centered in selected target areas within this jurisdiction. Central intake centers will be utilized in the five (5) communities selected as demonstration sites. These communities are:

Ketchikan

Palmer

McGrath

Dillingham

Kotzebue

Services will be provided to areas surrounding thses communities to the extent funds are available.

2. Analysis of Need

a. Population

(1) According to 1976 population estimates, youth between the ages of 14 and 21 number 36,940 in the Balance of State area. Table I shows the distribution of the youth population by age category by Manpower Planning Region.

TABLE I

Estimated 1976 Balance of State Population of Alaskan Youth by Manpower Planning Region According to the Age Categories (14-15), (16-19), and (20-21).

Age Category	Region I	Region II	Region III	Region IV	Region V	TOTAL
(14-15)	2321	2600	743	1300	2322	9,286 (25%)
(16-19)	4413	4256	1103	1734	4258	15,764 (43%)
(20-21)	1664	5588	595	2258	1785	11,390 (32%)
Total	8398 (23%)	12,444 (33%)	2441 (7%)	5292 (14%)	8365 (23%)	36,940 (100%)

The estimated youth population for BOS was prepared by the Alaska Dpartment of Labor, Research and Analysis section. The 1970 Alaska Census Data was used as the base year with growth rates applied in order to determine the population of youth ages (14-15), (16-19), and (20-21).

The distribution of youth by Manpower Planning Region for the categories 14-15 and 16-18 was determined by aggregating 1976-1977 final school enrollments and applying regional percentages of the toal school enrollments to the BOS population estimates for each breakout.

The regional distribution of 20 and 21 year olds was determined by using the 1970 census distribution for that age category and applying it to the 1976 BOS population estimate.

(2) In-School/Out of School Youth

Currently there is no data available for youth attending school between the ages 19 through 21, Final school enrollments for 1976-1977 did indicate there were 9310 14 and 15 year olds and 9172 16 through 18 year olds attending school.

(3) Labor Force Status

(a) Table 2, taken from the Prime Sponsor's FY 78 Title I Plan gives a Manpower Planning Region distribution of unemployed youth (16-21).

TABLE 2

UNIVERSE OF NEED ALLOCATION
DATA BASE FOR FY 78

Target Group	Balance of State Planning Region	I	II	III	VI	V	STATE
Unemployed Labor Force	18,050	3570	3730	1990	2960	4800	24,900
Economically Disadvantaged	33,250	4690	6000	3760	8790	10005	40,900
Program Significant Segments - Unemployed							
Alaska Natives	9110	1640	1550	2100	2910	910	13,010
Youth (16-21)	2890	720	910	250	310	700	4,610
Females	7490	1540	1530	840	1210	2370	10,460
Welfare Recipients	3720	380	770	330	850	1390	5,870
Veterans	6820	1570	2520	520	530	1680	12,360
Minorities:	2970	490	1250	90	100	1040	5,860
Black	750	70	620	10	10	40	2,190
Spanish-Am.	440	90	220	20	20	90	900
Other	1780	330	410	60	70	910	2,770
Handicapped	1170	340	380	80	120	250	2,180

TABLE 3 *

YOUTH LABOR FORCE (16-19) BY RACE AND SEX FOR BOS
FY 1978 PROJECTIONS

02-8-001-48

AGE	WHITE MALE			NON-WHITE MALE		
	Civilian Labor Force	Employed	Unemployed	Civilian Labor Force	Employed	Unemployed
16-19	5,770	4,636	1,134	838	669	169
	WHITE FEMALE			NON-WHITE FEMALE		
16-19	2,632	2,135	497	877	766	111
TOTAL	7,892	6,771	1,631	1,715	1,435	280

Currently, data is not available for the number of 20 and 21 year olds in the BOS labor force.

(b) Table 3 indicates the number of males and females in the 16 through 19 year old age category that are part of the BOS labor force and either employed or unemployed.

(c) At this time, it is not possible to distinguish labor force information between in-school and out-of-school youth.

(d) Table 3 contains what information is available regarding white and non-white labor force information.

4) High School Drop-Out Data

Currently, there is a lack of data on the number of high school drop-outs age 14-21 and the annual number dropping out from high schools. The following pages do indicate information regarding final enrollment numbers, withdrawal rates, and dropout percentages by Manpower Planning Regions.

* Alaska Department of Labor, Research and Analysis Planning Report.

FINAL 1976-1977 ENROLLMENT WITHDRAWAL AND DROPOUT FIGURES

FOR GRADES 8 THROUGH 12 IN MANPOWER PLANNING REGION I

SCHOOLS	AGE / GRADE	14 / 8	15 / 9	16 / 10	17 / 11	18 / 12	FINAL ENROLLMENT 1976-1977 *	PERCENT WITH-DRAWL	PERCENT DROP-OUTS
BOROUGH SCHOOL DISTRICTS									
Haines		45	44	38	31	32	544	14.3	0.6
Juneau		384	360	320	250	179	4,922	11.3	0.9
Ketchikan		241	237	217	186	156	3,081	12.3	4.1
Sitka		165	156	106	113	79	1,952	8.5	3.0
RURAL EDUCATION ATTENDANCE AREA									
Annette Island		36	29	31	26	20	442	9.0	N.A.
Chatham		12	18	12	14	0	164	1.8	N.A.
Southeast Island		29	13	10	5	6	387	22.0	0.5
CITY SCHOOL DISTRICTS									
Yakutat		10	18	10	8	4	179	12.3	3.9
Skagway		18	14	20	16	12	223	0.4	0.9
Hoonah		23	27	26	29	11	293	1.0	0.3
Kake		19	13	10	22	12	227	7.5	1.3
Petersburg		44	58	52	41	38	722	14.0	N.A.
Wrangell		41	35	45	39	34	619	13.9	N.A.
Klawock		13	0	0	0	0	90	5.6	N.A.
Craig		21	20	17	14	11	215	14.4	0.5
Hydaburg		13	12	10	5	2	112	8.9	1.8
Pelican		2	4	0	2	3	40	10.0	N.A.
BIA SCHOOLS									
Mt. Edgecumbe Boarding School		2	63	101	66	72	302	N.A.	N.A.
Klukwan		1	0	0	0	0	13	N.A.	N.A.
PRIVATE/DENOMINATIONAL		12	5	5	2		252	N.A.	N.A.
TOTALS		1,131	1,126	1,030	869	671	14,781		
PERCENT OF TOTAL ENROLLMENTS		2,257 (15.%)		2,570 (17.%)					

* Grades kindergarden through twelve

FINAL 1976-1977 ENROLLMENT WITHDRAWAL AND DROPOUT FIGURES

FOR GRADES 8 THROUGH 12 IN MANPOWER PLANNING REGION II

SCHOOLS	AGE / GRADE	14 / 8	15 / 9	16 / 10	17 / 11	18 / 12	FINAL ENROLLMENT 1976-1977*	PERCENT WITH-DRAWL	PERCENT DROP-OUTS
BOROUGH SCHOOL DISTRICTS									
Fairbanks		997	931	755	609	570	11,506	17.9	5.8
RURAL EDUCATION ATTENDANCE AREAS									
Ak. Central Railbelt		27	32	24	22	18	353	14.3	1.4
Ak. Gateway		34	28	23	14	7	366	15.1	2.2
Delta/Greely		59	65	46	56	27	754	24.5	N.A.
Iditarod		17	43	21	17	2	264	14.4	6.3
Yukon Flats		29	34	12	7	17	302	9.4	3.7
Yukon Koyukuk		69	65	47	26	24	605	8.3	3.8
CITY SCHOOL DISTRICTS									
Galena		19	17	10	12	8	141	4.7	0.7
Nenana		10	15	18	13	7	191	16.9	N.A.
BIA SCHOOLS									
Venetie		1	0	0	0	0	31	N.A.	N.A.
Beaver		2	0	0	0	0	16	N.A.	N.A.
Tetun		3	0	0	0	0	25	N.A.	N.A.
Grayling		7	0	0	0	0	39	N.A.	N.A.
Shageluk		4	0	0	0	0	30	N.A.	N.A.
PRIVATE/DENOMINATIONAL		39	44	29	34	17	195	N.A.	N.A.
TOTALS		1,317	1,274	985	810	697	14,818		
PERCENT OF TOTAL ENROLLMENT		2,591 (18.2%)		2,492 (17.2%)					

* Grades kindergarden through twelve

FINAL 1976-1977 ENROLLMENT WITHDRAWAL AND DROPOUT FIGURES 02-S-001-48

FOR GRADES 8 THROUGH 12 IN MANPOWER PLANNING REGION III

SCHOOLS	AGE / GRADE	14 / 8	15 / 9	16 / 10	17 / 11	18 / 12	FINAL ENROLLMENT 1976-1977 *	PERCENT WITH-DRAWL	PERCENT DROP-OUTS
BOROUGH SCHOOL DISTRICTS									
North Slope		91	82	74	39	30	1,051	15.0	2.7
RURAL EDUCATION ATTENDANCE AREA									
Northwest Arctic		139	108	82	49	42	1,334	8.4	5.8
Bering Strait		33	52	23	18	14	314	3.9	8.1
CITY SCHOOL DISTRICTS									
Nome		65	77	81	62	38	799	9.5	13.1
Selawik		16	12	23	28	12	182	12.1	N.A.
BIA SCHOOLS									
Diomede		2	0	0	0	0	38	N.A.	N.A.
Brevig Mission		6	1	0	0	0	39	N.A.	N.A.
Golovin		3	1	0	0	0	25	N.A.	N.A.
Elim		2	4	0	0	0	38	N.A.	N.A.
Unalakleet		17	0	0	0	0	112	N.A.	N.A.
Stebbins		3	0	0	0	0	83	N.A.	N.A.
Saint Michael		10	0	0	0	0	46	N.A.	N.A.
Savoonga		12	0	0	0	0	107	N.A.	N.A.
Gambell		12	0	0	0	0	99	N.A.	N.A.
Shaktoolik		2	0	0	0	0	28	N.A.	N.A.
PRIVATE/DENOMINATIONAL		0	26	27	26	23	102	N.A.	N.A.
TOTALS		413	363	310	222	159	4,397		
PERCENT OF TOTAL ENROLLMENT		776 (17.7%)		691 (16.7%)					

* Grades kindergarden through twelve

FINAL 1976-1977 ENROLLMENT WITHDRAWAL AND DROPOUT FIGURES 02-3-001-48

FOR GRADES 8 THROUGH 12 IN MANPOWER PLANNING REGION IV

SCHOOLS	AGE / GRADE	14 / 8	15 / 9	16 / 10	17 / 11	18 / 12	FINAL ENROLLMENT 1976-1977*	PERCENT WITH-DRAWL	PERCENT DROP-OUTS
BOROUGH SCHOOL DISTRICTS									
Bristol Bay		19	33	38	33	16	282	8.6	1.6
RURAL EDUCATION ATTENDANCE AREA									
Lower Yukon		65	63	71	50	37	704	5.3	3.9
Kuspuk		33	29	25	6	7	327	9.7	6.9
Lower Kuskokwim		120	195	131	109	40	1,328	2.5	3.6
Southwest		57	34	39	9	0	513	2.6	2.2
Lake and Peninsula		31	28	29	7	3	364	6.1	1.0
Pribilof		23	15	12	0	0	183	8.5	0.5
Aleutian Chain		30	10	17	6	3	217	11.4	0.4
A[redacted]		40	34	29	18	0	562	25.9	N.A.
CITY SCHOOL DISTRICTS									
Dillingham		33	45	54	38	29	407	19.2	N.A.
St. Mary's		13	0	0	0	0	99	4.8	N.A.
Unalaska		8	14	9	6	4	117	22.0	N.A.
King Cove		13	9	10	9	7	114	3.2	4.8
BIA SCHOOLS									
Akiachak		5	0	0	0	0	104	N.A.	N.A.
Akiak		6	0	0	0	0	37	N.A.	N.A.
Alakanak		12	10	0	0	0	123	N.A.	N.A.
Chefornak		6	0	0	0	0	60	N.A.	N.A.
Chevak		14	18	12	8	2	166	N.A.	N.A.
Eek		2	0	2	0	0	38	N.A.	N.A.
Goodnews Bay		9	0	0	0	0	66	N.A.	N.A.
Kasigluk		9	0	0	0	0	86	N.A.	N.A.
Kipnuk		18	0	0	0	0	109	N.A.	N.A.
Ko[redacted]lik		11	0	0	0	0	83	N.A.	N.A.
K[redacted]chluk		16	0	0	0	0	115	N.A.	N.A.
Kwigillingok		7	0	0	0	0	56	N.A.	N.A.

page 2

SCHOOLS	AGE / GRADE	14 / 8	15 / 9	16 / 10	17 / 11	18 / 12	FINAL ENROLLMENT 1976-1977 *	PERCENT WITH-DRAWL	PERCENT DROP-OUTS
BIA SCHOOLS (cont'd)									
Mekoryuk		6	0	0	0	0	115	N.A.	N.A.
Mt. Village		0	0	0	0	0	53	N.A.	N.A.
Napakiak		8	0	0	0	0	76	N.A.	N.A.
Napaskiak		3	0	0	0	0	70	N.A.	N.A.
Newtok		0	1	0	0	0	41	N.A.	N.A.
Nighmute		5	0	0	0	0	38	N.A.	N.A.
Nunapitchuk		10	11	1	0	0	90	N.A.	N.A.
Oscarville		1	2	0	0	0	20	N.A.	N.A.
Pilot Station		7	0	0	0	0	82	N.A.	N.A.
Quinagak		11	0	0	0	0	94	N.A.	N.A.
Scammon Bay		5	0	0	0	0	53	N.A.	N.A.
Sheldon Point		4	0	0	0	0	32	N.A.	N.A.
Tooksook Bay		0	0	0	0	0	82	N.A.	N.A.
Tuluksak		1	0	0	0	0	54	N.A.	N.A.
Tunuliak		8	0	0	0	0	78	N.A.	N.A.
Tunanak		22	0	0	0	0	76	N.A.	N.A.
PRIVATE/DENOMINATIONAL		0	37	41	49	26	153	N.A.	N.A.
TOTALS		699	588	520	348	174	7,484		
PERCENT OF FINAL ENROLLMENT		1,287 (17.2%)		1,042 (14.2%)					

* Grades kindergarden through twelve

FINAL 1976-1977 ENROLLMENT WITHDRAWAL AND DROPOUT FIGURES 02-8-001-48

FOR GRADES 8 THROUGH 12 IN MANPOWER PLANNING REGION V

SCHOOLS	AGE / GRADE	14 / 8	15 / 9	16 / 10	17 / 11	18 / 12	FINAL ENROLLMENT 1976-1977 *	PERCENT WITH-DRAWL	PERCENT DROP-OUTS
BOROUGH SCHOOL DISTRICTS									
Matanuska-Susitna		300	303	281	254	165	3,199	13.5	1.7
Kenai		418	429	392	377	192	5,313	12.9	1.1
Kodiak		170	179	176	126	71	2,089	15.6	3.4
RURAL EDUCATION ATTENDANCE AREA									
Chugach		6	3	3	0	0	58	32.2	5.4
Copper River		61	56	41	31	31	645	24.1	1.7
CITY SCHOOL DISTRICTS									
Cordova		58	47	35	36	32	558	7.8	1.3
Valdez		79	69	66	57	92	993	25.2	0.2
PRIVATE/DENOMINATIONAL		44	39	25	16	16	440	N.A.	N.A.
TOTALS		1,136	1,125	1,019	897	599	13,295		
PERCENT OF TOTAL ENROLLMENT		2,261 (17.%)		2,515 (19.%)					

* Grades kindergarden through twelve

(5) (a) & (b) At this time data is not available to determine the number of youth in poverty as defined by family income which is below the OMB poverty level guidelines.

(c) Since it is not possible to estimate the number of youth who are members of families whose annualized family income is below 70% of lower living standard income level, the number of AFDC eligible children was used to give some idea of the number within BOS (see Table 5). This group also represents a significant segment of individuals to be served.

TABLE 5

AFDC ELIGIBLE CHILDREN 14-21 YEARS OF AGE BY MANPOWER PLANNING REGION

AGE	REGION I	REGION II	REGION III	REGION IV	REGION V	TOTAL
14-15	91	90	89	232	96	598
16-19	172	176	213	487	186	1,234
20-21	34	34	20	33	38	159
TOTAL	297	300	322	752	320	1,991

Source: Computer Counts - Early Periodic, Diagnostic and Screening, Development and Treatment Program, April, 1977. Department of Health & Social Services, Division of Public Health.

(6) (a) Juvenile Part I [1] and Part II [2] arrests in Alaska accounted for 4,368 (30%) of the total arrests in 1976. Although the number of arrests has decreased since 1975, the percentage of youth to total arrests has risen by one percent. The largest decrease in arrests was in drug abuse due to a change in the marijuana laws. Juveniles were arrested for 65% of the burglaries, 56% of the motor vehicle thefts, and 54% of the larceny thefts. They also account for 65% of the vandalism and 52% of the liquor law violations.

Juveniles were responsible for far fewer arrests in Fairbanks, with the exception of motor vehicle thefts, whcih amounted to 53%. Even vandalism, which is generally a juvenile crime, youths accounted for only 28% of the total arrests. Juvenile arrests decreased from 24% of the total arrests in 1975 to 22% in 1976.

Juneau juveniles were arrested for a high percentage of burglaries and larcenies, 79% and 73% respective. They also accounted for 64% of the liquor law violations. Motor vehicle theft was considerably lower than in Anchorage and Fairbanks, with only 44% of the total.

The figures for Ketchikan show a very high 84% of the larceny arrests being juveniles. They also accounted for 69% of the burglaries, 77% of the liquor law violations, and 60% of the drug abuse violations. Motor vehicle theft in Ketchikan was, like Juneau, considerably lower than in Anchorage and Fairbanks.

Table 6 shows the number of arrests for youths (13-21) for the BOS in 1976. Thirteen year olds were included, since it was not possible to distinguish them in this category.

TABLE 6

1976 ARRESTS FOR YOUTH IN BALANCE OF STATE BY AGE

AGE	TOTAL ARREST	
13-14	410	(22.51)
15	772	
16	822	(57.01)
17	791	
18	745	
19	640	
20	587	(20.51)
21	497	
TOTAL	5,264	(1001.)

Source: Uniform Crime Reporting Program, Office of the Governor, Criminal Justice Planning Agency.

1) Violent crimes such as, murder, forcible rape, robbery, and aggravated assault.

2) Less serious crimes such as driving while intoxicated, vandalism, narcotic drug violations, embezzlement and fraud, and possession of weapons.

(b) The following table indicates the current case load and close-outs for the year 1976, provided by the State's Vocational Rehabilitation agency.

TABLE 7

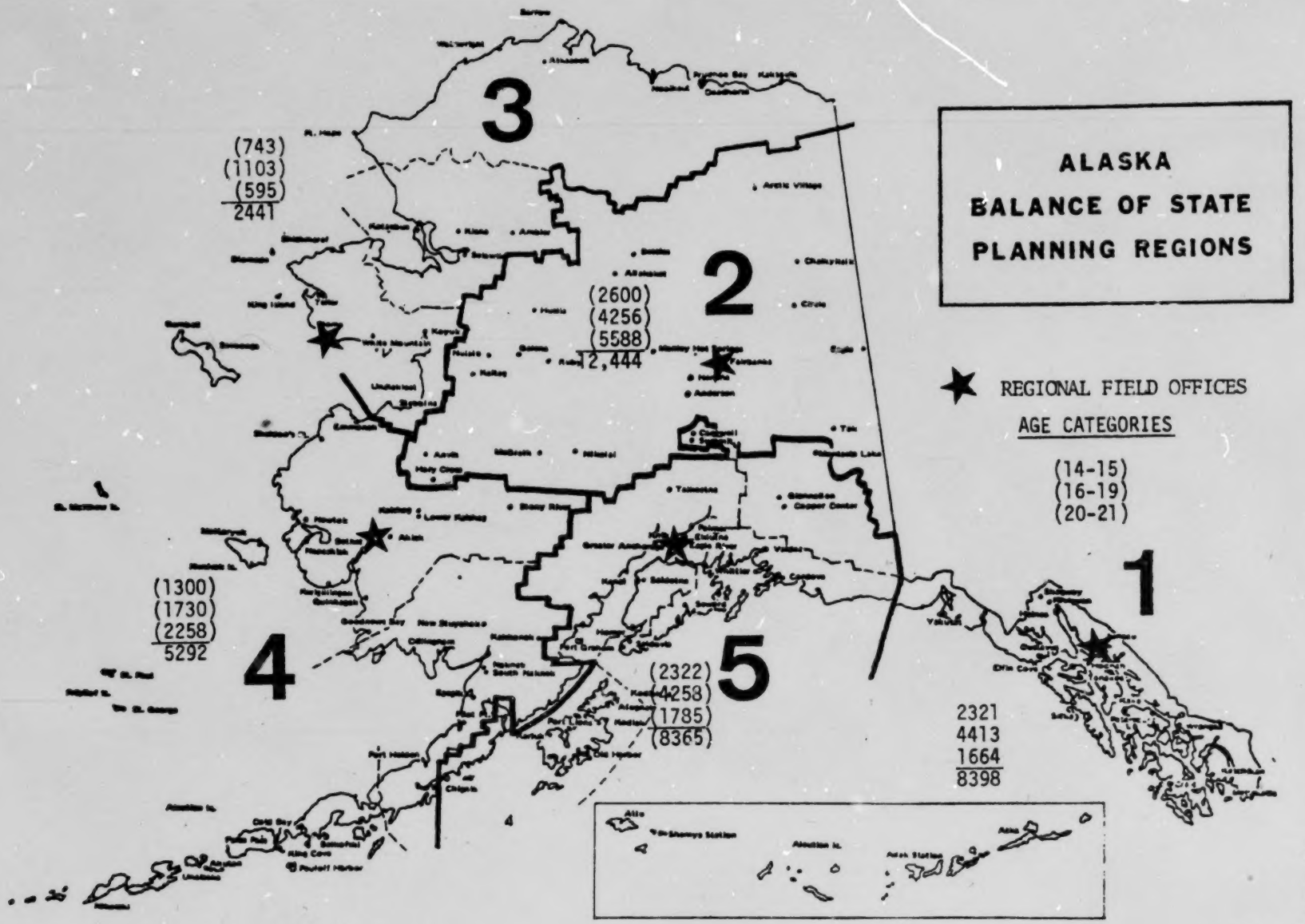
	14-15		16-19		20-21			
	M	F	M	F	M	F	TOTAL	
Unknown	14	6	24	9	8	4	65	5.3%
Caucasian	57	37	278	155	94	70	691	55.8%
Black	10	3	17	9	6	1	46	3.8%
Native Alaskan	27	18	170	125	27	21	408	32.9%
Am. Indian	-	-	4	-	-	-	4	.3%
Other	-	1	8	8	5	1	23	1.9%
TOTAL	108 (173)	65 13.9%	501 (807)	306 65.3%	160 (257)	97 20.8%	1,237	100.0%

(c) The Alaska Department of Labor estimated the number of young veterans 14 through 21 years of age in Balance of State to be 122. This is the only information available concerning young veterans.

(d) The estimated number of women on welfare is slightly over 4000 in BOS. As of January, 1977, 3,548 individuals were receiving AFDC payments. There is no area, race, age characteristics available for these recipients.

(e) There is no current reliable data on the number of single heads of households with dependents, who are age 14-21.

(f) There is no information available on youth migration patterns in the State and the geographic location of youth for manpower programs is taken from Table I and depicted on the following map.


ALASKA
BALANCE OF STATE
PLANNING REGIONS
REGIONAL FIELD OFFICES
AGE CATEGORIES
(14-15)
(16-19)
(20-21)
3
(743)
(1103)
(595)
2441
2
(2600)
(4256)
(5588)
12,444
1
2321
4413
1664
8398
4
(1300)
(1730)
(2258)
5292
5
(2322)
(4258)
(1785)
(8365)

02-8-001-48 16

(b) LABOR MARKET

(1) Based on occupational employment forecasts prepared by the Research and Analysis section of the Alaska Department of Labor, all major occupational areas should increase over the next few years, except for employment for farmers and farm workers.
The estimated average annual employment for Alaska for all occupations, from 1977 through 1978 is as follows:

1977 EMPLOYMENT	1978 EMPLOYMENT	1982 EMPLOYMENT	AVERAGE ANNUAL JOB OPENING 1977-1982
152,300	162,400	202,900	15,725

It is anticipated that youth in the age groups 16-19 and 20-21 can expect to find employment within all of the major occupations.

Job openings listed with Employment Security during FY77 for Balance of State indicates openings in the following major occupations for persons 22 and under. The list is limited to those occupations showing 10 or more openings.

NUMBER OF OPENINGS	OCCUPATIONS	OCCUPATIONAL TITLE
30	Clerical	Secretarial work
122		Stenography, Typing, Filing and related work.
10		Bookkeepers
57		Cashiers
11		Automatic data-processing-equipment operators
91		Computing and Account-Recording occupations
52		Stock Clerks
21		Receptionists and Information Clerks
33		Salesmen and Salespersons, commodities
35		Sales Clerks
43		Merchandising occupations, except salesmen
37	Service	Housemen and yard work
18		Nursemaid work
103		Waiters, Waitresses (Food Service)
48		Chefs and Cooks
62		Kitchen workers
24		Maid and related services
24		Attendants, Hospitals, and related health services
13		Miscellaneous personal services
45		Porters and Cleaners
21		Janitors
14	Farming	Livestock Farming
24	Processing	Processing, Food and related products
23		Processing, non-metallic minerals and related products
51	Machine Trade	Motorized vehicle and engineering equipment repairing
17	Structural Work	Welding, Flame cutting and related work
28		Excavating, grading, paving, and related work
92		Carpentry and related work
21		Plumbing and related work
86		Roofing and related work
12		Miscellaneous structural work
38	Miscellaneous	Heavy Truck driving
22		Light Truck driving
40		Parking Lot and related service work
10		Miscellaneous transportation work
14		Packing
86		Materials moving and storing
62		Packing and materials handling
1,540		

(2) Currently, there is little information available on wage rates of employed youth for BOS.

FY77 SPEDY Title III BOS

high: $6.00 per hour, low: $3.50 per hour

Youth Employment Services

high: $5.09 per hour, low: $3.97 per hour

(3) BARRIERS TO EMPLOYMENT

Historically, seasonality has been a significant characteristic of employment in Alaska. A change in the industrial composition of the economy could have considerable impact on this problem. A decline in the relative importance of fishing, and construction, for example, could lessen the degree of overall seasonality. Efforts are being made to lengthen the tourist season, which, if successful, would moderate the employment cycles associated with tourist-related industires such as services, trade, and transportation.

Seasonality cannot be eliminated entirely, however, because the severity of winter weather precludes a great deal of outdoor activity. Modern construction technology has reduced some of the barriers to yearround operations, but it is unlikely that they will disappear completely. The cultural differences which have long divided the State still exist. The largest mnnority group in the State is composed of the Alaska Natives, i.e., American Indians, Eskimos, and Aleuts. Lack of fluency in English prevents some of these people from actively participating in the labor force. The isolation of many rural villages reduces the inhabitants' exposure to English-speaking people. Even though English may have been learned in school, it is not easy to maintain fluency if the language is seldom heard or used.

Language barriers have both a direct and an indirect impact on employability. It is often difficult for persons who do not speak English to find work of any kind. It is even more difficult for such persons to avail themselves of vocational and/or professional training in order to qualify for better paying and more satisfying work.

The isolation mentioned above is indicative of the inadequacy of transportation facilities in the rural areas. Many of the remote villages are accessible only by air which makes travel expensive.

Any discussion of barriers to employability in Alaska cannot omit alcoholism. It is generally recognized by social agencies serving the people of the State to be the number one public health problem. However, the scarcity of accurate statistical data on the subject makes the problem more difficult to measure.

While the incidence of alcoholism is common to all races, the Alaska Native population probably suffers more loss of employability from the disease because it is added to other cultural differences, inaccessability, lack of education, and training.

Personal problems which complicate the situation are sometimes the result of, and sometimes the cause of. a barrier to employment. Additionally, these problems often become barriers in themselves and are harder to overcome than something more concrete like a lack of day care facilities.

Personal problems can be a result of an individual's health or attitude, problems with his family group, or often a resistence to cultural change. Certain attitudes and values are almost necessary for an individual to fit into a modern society. The most noticeable results of these kinds of problems would be poor work habits and alcoholism. Ideally, these basic problems should be solved first and not just the symptoms treated. However, the solution to the basic problem may be a job which cannot be acquired without first solving some of the personal problems.

Culture and employer prejudice are a closely related barrier particulary for the non-whites. Experience is probably the only way that acculturation can take place. While an individual is gaining work experience and good work habits, an employer can eliminate prejudice. Without on-the-job training, a native migrating in from the bush would have a difficult time, particularly if there were the associated problems of language, poor education, and lack of marketable skills.

This brings us to the more easily defined barriers which should make them more easily solved, however, they will normally come in various combinations making employment more difficult. Lack of experience would probably come at the top of this list. When an employer has a selection to choose from, he will obviously take the most experienced, particulary if they have experience specific to the job to be done. Inadequate education would be next in line. More and more employers are requiring a high school education.

Probably one of the largest barriers, particularly for a single parent with dependent children, is the need for day care. Current regulations are varied, and restrict subsidized day care for children over 14, children over 7 or for children while the parent is looking for work. Even without these bureaucratic barriers, finding day care and maintaining it after becoming employed is very difficult.

This target population has traditionally been plagued in its job-seeking efforts because the majority of employers seek older, more experienced workers, and because the majority of employment agencies concentrate their efforts on assisting older, more experienced workers in finding jobs. With the continually rising cost of living, it has become more difficult for families to provide for themselves as they have in the past. As a result, more and more young people are forced into the labor market at an earlier age in order to earn enough money to allow them to continue their education, to purchase their own clothing and essentials, and even help support their families. Additionally, many of the traditional employment agencies are reluctant to help young people in their job seeking efforts because much time and effort must be expended in counseling youth in the realities of the world of work. Before young people can effectively secure jobs, they must know how to go about it. They must know what employers expect of them. They must know how and where to look for work. They must know how to prepare themselves for the jobs and careers they want.

They must have the self-confidence to seek what they want. They must set realistic goals for themselves. They must have accurate job market information. They must have an advocate to act on their behalf and a staff of qualified counselors/interviewers to assist them in their pursuits, and these are what this program proposes to offer.

c. Current Services for Youth

A community services resource inventory has been prepared and submitted along with this application.

It has not been possible to complete the matrix and analysis of services in the short period of time provided.

The identification of services provided and eligibility for service has been difficult to accumulate for the BOS jurisdiction. The number of youth served and the analysis of these services may prove impossible to obtain.

Outside the Anchorage area, there are virtually no nationally known community organizations which provide employment and training services for youth. The local organizations are, for the most part, organized to vend state and federally funded programs. Without grant funds, most of these organizations could not exist, and many dissolve when funds are not available. The specific employment services offered through state agencies include:

1) BOS CETA, Title III SPEDY (as of Aug. 1977, Total Served - 1,202)

Target groups		
Alaska Natives	758	
Female	496	
Veterans	3	
Offendors	42	
Other minorities	86	
Entered employment	99	(8%)

2) Alaska Employment Security Agency

Youth Activity for ages 22 and under as reported for FY 77 Fourth Quarter Year-to-Date Activity - ESARS, BOS.

	under 20	21-22
New applicants and renewals	7102	3992
Total applicants available	7876	4556
Individuals placed	3600	1692
Wage rate (average)	$3.97/hr.	$5.09/hr.

d. Local Priorities

The BOS program will be operated in the five areas described below, as target areas.

Ketchikan

Ketchikan has a very large and diverse youth services network which is working on the needs and problems of youth. Most of the elements of a complete system are present but there are some gaps and the continuation of existing services is contingent on stable funding. The following agencies and organizations make up the Ketchikan youth services network:

Alaska Division of Social Services
Ketchikan Gateway Mental Health
Ketchikan Youth Advocate
Alaska Public Health
Ketchikan Children's Home
Ketchikan Juvenile Officer (city Police Dept.)
Alaska Native Health
Alaska Legal Services
Alaska Public Defender Agency
Indian Education Program
Ketchikan Alcohol Program
Tlingit/Haida Southeast Agency
City Parks and Recreation Dept.
Ketchikan Gateway Borough School District
Catholic Community Services
Ketchikan Detention Home

Youth and Adult Authority

Youth Employment Service (funding not available at this time)

All of the above provide some service(s) for youth; some directed at their needs and problems more than others, but all have some impact on the youth within the community.

The Task Force on Youth Services, in its report, Findings and Recommendations, June, 1977, identified three areas of priority: employment, education and recreation.

Employment:

Job availability, employment discrimination because of age and race, lack of jobs with a future, and lack of employment and training counseling. The Alaska Native is identified as the group experiencing the most severe problems.

Education:

Lack of a greater variety of classes which are relevant to students' lives and future. Classes offered do not prepare students for finding employment or address necessary life skills such as parenting, financial management, etc.

Recreation:

Lack of variety of things to do; high cost of entertainment; youth are generally bored and simply feel they have nothing to do.

The only program which specifically addressed youth employment was the Youth Employment Service, which is not presently funded. It operated as a direct placement service and was a cooperative effort on the part of the Alaska Dept. of Education, Labor, and the school district.

Ketchikan has a large youth population, with approximately 1037 youth attending grades 8-12 during the 1976-1977 school year, with an estimated total population of 11,267. The reported drop out rate during that year was 4.1%; and there were 143 reported juvenile arrests. Information shown on page 13 of this application indicate that a far greater percentage of arrests involve juveniles than do other areas of the state. Thus, the reasons for selecting Ketchikan as a target site for the operation of this program. The Gateway Borough School District has expanded its educational service during the past three years to include an alternative high school and has recognized the need for more employment related education.

Ketchikan Labor

INDUSTRY

Ketchikan is one of Southeast Alaska's industrial centers and major port of entry with large fishing and wood products industries.

	Estimated Employment
Agriculture	0
Construction	370
Finance, Insurance & Real Estate	140
Government	1530

Mining	30
Manufacturing/Processing	1490
Service	570
Trade	980
Transportation, Comm.	630
Other	180
Total	5920

LABOR

Labor availability in Ketchikan numbers approximately 20 in the professional-managerial occupations, 30 in clerical and sales, 60 in the service industry, 140 skilled, 130 semi-skilled and about 150 unskilled workers. According to ESARS final report for FY77, Table 22A, there were 2901 job openings. For persons 22 and under in the Ketchikan area, it is estimated that 1353 jobs were available and 1041 placements were made for this age group.

Rural South Central Region, as defined by the Task Force on Youth Services includes the BOS target area of Palmer (Matanuska-Susitna Valley), McGrath and Dillingham. Problems include alcohol/drug abuse, runaway/truancy, the lack of or adequacy of emergency and longer care shelter, counseling services, both crisis and long term, and inadequate alternative education and recreation programs. Community reaction to these problems ranges from apathy/impotence to relatively sophisticated community generated response.

McGrath has an active "teen center" program, but lacks a policeman, magistrate, doctor, public assistance worker, and until 1977 a social worker and public health nurse. The population of the McGrath and surrounding area of service is estimated to be 932; with 100 school enrollments between grades 8-12. The drop out rate is reported at 6.3%. Information is not available on juvenile arrests.

Employment information for the McGrath area is not currently available.

Dillingham has a "teen center" program, access to a hospital, public health program, legal and Alaska Health & Social Service services. Many of the agencies providing these services, however, are responsible for the Bristol Bay areas. For some agencies this is defined as the northern tip of Lake Illiamna to communities as far west as those on the Alaska Peninsuls, covering an approximate area of 40,000 square miles. The population of the area to be served is estimated to be 2693, (including Southwest Rural Education attendance area and the city of Dillingham) with a school population, grades 8-12 of 338. Information regarding the number of school dropouts and juvenile arrests is not available, but is assumed to be quite high.

INDUSTRY

Dillingham is the principal settlement and the source of supply to the important fishery of the Bristol Bay area.

Estimated Area Employment

Agriculture	0
Construction	20
Finance	10
Government	350
Mining	0
Manufacturing/Processing (High 2,000 - Low 30)	300
Service	40
Trade	50
Transportation, Comm., Util.	100
Other (Fishing Included)	400
Total	1270

According to final FY77 ESARS report there were 199 job openings for persons 22 and under. Of the total of 649 job openings, placements for this age group numbered 153.

Kotzebue (Northwest Region)

Findings and Recommendations, Youth Services Task Force, June 1977, identified the following as one of six specific needs:

The lack of future orientation in the areas of jobs, relationships, and plans or goals: Many youth in this region face the future with a sense of powerlessness and therefore do not make constructive decisions in the area of jobs, relationships and goals.

There are no learned skills that assist youth in being goal oriented. Also included in this need are:

a) the lack of earlier focus on vocational planning;

b) the lack of follow-up services to junior high and high school students;

c) the lack of appropriate jobs for high school age youth, giving job experience and spending money; and

d) the lack of regional vocational programs, rather than out-of-state.

Presently there are no services that offer youth information about or experience with vocational possibilities, as opposed to formal education at a junior high school level. It is a common complaint from junior high school age youth that there are no jobs available to them until they are old enough for the limited services of the SPEDY Program. Even with youth who meet the age requirement of SPEDY, the positions usually do not meet the number of eligible youth in the village or town, i.e., 2-10 positions in a community of 15-25 eligible youth. It would seem that this lack of experience is critical when youth drop out of school and no further career planning is directed toward them. Their lack of education and fear of further failure in the formal education system form a self-fulfilling prophecy of unsatisfactory jobs and general unhappiness with themselves. It is almost certain that those youth coming from this situation and

entering an out-of-state vocational program will not succeed in either completing the program or applying the skills to their own career expectations. It is equally distressing that these pressures will overlap into personal relationships causing unsettling situations within the home.

It is our recommendation that, again, a preventative measure be started in a school program at an early grade level with interest and definition being formulated and goal-making instilled. Youth who have dropped out of school should be made aware of alternatives and experiences by improving the dissemination of information regarding service agencies such as JOB CORPS. Further, we recommend that funds be allocated to private agencies for the development of jobs and out-reach programs for youth who have dropped out of educational and vocational services.

The North Arctic School District enrollment grades 8-12 in 1977 was 420, estimated population for the area is 4507. Drop-out information is reported as 5.8%. Juvenile arrests in Kotzebue alone number 62.

ECONOMY

Kotzebue is the central city of a vast area of Northwest Alaska which included the villages of Ambler, Buckland, Deering, Kiana, Kivalina, Kobuk, Noatak, Noorvik, Pt. Hope, Selawik and Shungnak. Local residents hunt and fish for subsistence, gather berries, etc. Much of the

food is stored for the winter. During July and August commercial fishing goes into full swing, most of the catch being chum salmon and, later in the season, trout. Most of the fish are sold to the locally owned Kotzebue Sound Area Fisheries. At least half of this region's livelihood is from non-monetary subsistence income; caribou and moose are most important to the inland villages.

The wage economy is overwhelmingly concentrated in Kotzebue, which provides governmental services, including a Public Health Service Hospital, and transportation services. A commercial fishery selling to buyers through the Kotzebue Sound Area Fisheries Co-op provides substantial, but seasonal, employment for Native people. There is little other manufacturing or natural resource development in the region, with the exception of some reindeer activity on the Seward Peninsula for local consumption demand.

Estimated Area Employment - 1975

Agriculture	0
Construction	50
Finance	6
Government	575
Mining	(10)
Manufacturing/Processing	(10)
Service	70
Trade	100
Transportation, Comm.	150
Other	135
Total	1106

FY77 Final Reports, ESARS, indicate 89 job openings for youth ages 22 and under of the total of 221 job openings, 68 placements of this age group were made.

Palmer-Mat-Su Valley area, while considered to be more "urbanized" than the two communities mentioned above is near Anchorage and does have access to the highway system. However, its needs and problems are compounded by its isolation and lack of local facilities. Its population of 14,606 is scattered over 23,000 square miles. Its social worker finds that Anchorage families with problems frequently move to the Valley in search of a rural, trouble-free environment. Drug abuse and alcohol abuse are cited as alarming problems for youth. The sense of isolation and lack of recreation and jobs are seen as primary causes.

The school population is 1303 in the Mat-Su School District, grades 8-12. Reported drop out rate is 1.7% and 59 juvenile arrests reported.

INDUSTRY

Palmer is Alaska's only community primarily based on an agricultural economy; secondary is light manufacturing.

Estimated Area Employment

Agriculture	480
Construction	100
Finance, Insurance & Real Estate	50
Government	780
Mining	10

Manufacturing	10
Service	270
Trade	260
Transportation, Comm.	190
Other	50
Total	2180

LABOR

The labor force is drawn from Palmer and an area of 25 miles radius around Palmer. In the Palmer, Wasilla, Willow, Talkeetna area, an average 520 skilled, semi-skilled, clerical service industry workers are available for work.

According to final FY77 ESARS reports, it is estimated there were 437 job openings for youth age 22 and under in the Plamer area of the total of 1052 job openings. 336 placements of this age group were made.

Target Group	No. to be Served	Reason for Selection
Drop-outs	100	While complete data is not readily available on the number of students dropping out, the percentages indicate large members of drop-outs. This group has the severest problem in obtaining employment. This program is designed to encourage drop-outs to return to school or enter an Adult Basic Education program for purpose of attaining a General Education Diploma (GED).
Females	328	As shown on Table III of this application, females are experiencing the higher rate of unemployment, at 28%. This program, through career guidance and information, combined with projects to overcome sex-stereotyping intends to enhance the employability of female youth, particularly the non-white.

Target Group	No. to be Served	Reason for Selection
Other Minorities	56	Including Black and Spanish-American, this group represents 16% of the unemployed labor force shown in Chart 3. Universe of Need, Allocation Data Bases for FY 78, Title I Plan, pages 7-8. Through counseling, guidance and job placement it is expected these individuals will become employed.
Welfare Recipients	100	While data is not available by age group for AFDC recipients, Table 5 of this application page 12, shows the numbers of youth AFDC eligible, who are under supervision of the State. This group is known to experience the greatest problems in adjusting to adult life and the world of employment. Through career guidance, assessment and information and job sampling, this group is expected to make career decisions and begin working toward their goals.

Target Group	No. to be Served	Reason for Selection
Alaska Natives	464	Alaskan Natives experience the greatest difficulties of all groups in securing employment in the BOS area. As shown in Chart 3, pages 7-8 of the Title I plan, Alaska Natives represent 50% of the unemployed Labor force. This group also represents the greatest rate of drop-outs, alcohol problems and poverty level families. Through counseling, guidance, referral to social service agencies for alcohol abuse counseling, and participation in mini workshops provided under this program; referral to ABE programs as well as job sampling and placement, it is expected the Alaska Native Youth will advance toward employment and completion of high school.

Target Group	No. to be Served	Reason for Selection
Offenders	45	While the number of juvenile offenders is unknown, statistics of arrests shown on pages 13-14 of this application, show the greater number of offenses occuring within the youth population. This group is also represented by large numbers of school drop-outs and poverty level individuals. By counseling, guidance and placement, it is expected that this group can best be served.

B. Results and Benefits

The Balance of State Program is based on a mix of components under centralized career guidance outlets from which specific goals will be accomplished.

1. Participant Goals

Goal (a)

To increase the self-sufficiency and enhance the employability of youth as demonstrated by entry into employment upon termination from the program.

Objective (i)

Direct placement at the rate of 30% for out-of-school youth upon termination from a services program. It is not anticipated that indirect placements will be made for this target group.

Objective (ii)

Indirect placement at the rate of 5% for in-school youth upon termination from a career-employment experience program.

Objective (iii)

Direct placement at he rate of 30% for in-school youth upon termination from a transition service program.

Goal (b)

Standards for measuring higher quality or career oriented placements, defined as:

1) Placement of the participant into an occupation which has an identifiable career ladder and in which the participant has a goal of advancement on the ladder; and

2) Placement into a position which requires further education and/or training for advancement; or

3) Placement into a position which pays higher than an entry level position.

Objective (i)

At least 10% of total placements are expected to be "career placements".

Goal (c)

The student drop-out, retention and GED enrollment rates within the target areas will be affected significantly as a result of the YETP effort.

Objective (i)

At least 10% of the identified dropouts will return to school (including Adult Basic Education (ABE)) during the first nine months of program operation.

Objective (ii)

At least 15% of the identified population will secure GED equivalency in the first nine months of program operation.

Objective (iii)

A drop-out rate of no more than 5% will occur in the identified in-school population of potential drop-outs during the first nine months of program operation.

Explanation:

The combination of career guidance and information services coupled with the coordinator's relationship will afford identified youth with a valuable support system. It is expected that the youth will have an advocate to provide constructive and supportive suggestions concerning returning to school, securing a GED or remaining in school. Additionally, a self-assessment instrument will provide appropriate data for follow-up on identified youth.

Goal (d)

It is expected that 50% of the total number of in-school youth participating in the career employment experience will receive academic credit for the experience.

2. Other Goals

a. Program Component Goals

In-School Program

Goal

Transition services for youth is expected to prepare low income youth for employment through labor market awareness and development of life skills; and to encourage youth to continue their education.

Objective (i)

That 100% of participants will be provided transition services that include intake, self-assessment, career guidance and counseling, referral.

Objective (ii)

That 90% of participants will develop basic work behaviors including those necessary to secure and maintain employment.

Objective (iii)

That 90% of participants will develop labor market awareness that includes the knowledge to make employment and career decisions.

Objective (iv)

That 50% of participants will develop life skills knowledge necessary for personal, economic and social effectiveness.

Objective (v)

That 100% of participants will be encouraged to return to or continue training/education to enhance self-sufficiency and employability.

Objective (vi)

That 30% of participants will be directly placed into employment.

Goal

Career Employment Experience will be designed to provide for the development of basic work skills, including those necessary for the participant to enter the labor market in an identified career occupation.

Objective (i)

That 25% of youth enrolled will participate in a work study toward entry in his/her chosen career.

Out of School Program

Goal

A Services program will provide out of school youth with experience and information which increases the ability to make decisions and career choices based on an awareness of skills and attitudes needed to secure and retain employment.

Objective (i)

That 100% of participants will recieve intake, self-assessment, counseling and career guidance services.

Objective (ii)

That 30% of participants will develop life skills necessary for personal, economic and social effectiveness by participation in applicable mini workshops as described in C. 1. d. (2)(a) and (b), page of this application.

Objective (iii)

That 30% of participants will develop labor market awareness that includes the knowledge needed to make employment and career choices through participation in an occupational exploration experience. (travel, photo)

Objective (iv)

That 10% of participants will successfully participate in a job search effort as demonstrated in the obtainment of employment.

Objective (v)

That 5% of participants will be referred and transferred into training and employment programs funded under the Act and 5% to other education and training programs.

Objective (vi)

That 30% will be referred to and placed directly into employment.

Goal

A Work Experience program will provide part-time and full-time employment to out of school youth.

Objective (i)

That Work Experience job sites will be developed to meet the career choice of the participant.

Objective (ii)

That 33% of participants will terminate as other positive by returning to school, attaining GED and/or transferring to another CETA program.

b. Knowledge Development

Goal

To enable youth to make wiser career and life decisions by use of a model self-assessment and career information tool. The BOS Prime Sponsor is considering several methods and techniques for self-assessment coupled with career and educational/training information. Upon selection of the

specific instrument, a description will be provided to the Regional Office.

Standards

1) That 70% of participants will utilize self-assessment.
2) That 70% of participants rate the system as beneficial to the selection of training and employment goals.
3) That 70% of coordinators using the system rate it as beneficial in the delivery of services.

c. Institutional Change

1. This Prime Sponsor program does not address the restructuring or reclassifying of jobs.

2. Cooperative relationships are being established for coordinating the assessment, intake and referral for all youth programs under the Act through a centralized intake center in each of the five demonstration sites specifically with the Alaska Dept. of Labor, Employment Security Division. Additionally, cooperative relationships will be established for the provision of such services to youth through a single delivery system including various other state agencies, local education agencies and community based organizations.

3. The preparation and dissemination of occupational information is expected to improve through the implementation and use of an occupational/career information system. (Ref: B. 2. b. of this application and the Governor's Grant-Annual Plan under this Act). It is expected that the delivery of such information will be greatly improved particularly for the out of school youth.

4. The implementation and use of an occupational/career information system which includes self-assessment is expected to better prepare the in-school youth for transition from education to employment.

5. It is expected that participants will receive academic credit for competencies acquired through an unsubsidized work-study program that otherwise would not be available. Through the in-school program the school district personnel are expected to become more aware of career information that is available but has not been used before. In some rural areas, employment services for youth may be made available for the first time. It should be noted that this Prime Sponsor's jurisdiction includes 50 independent school districts, 20 of which have been established by State Statute within the last 2 years. Previous to the establishment of the independent Rural Education Attendance Areas, schools in those areas were administered under the auspecis of a single agency, Alaska State Operated School System. Many changes are taking place as these new school districts develop and expand their services and expertise. It is hoped that this program will be of assistance in developing and providing new and additional services to those areas. The Prime Sponsor will gather information regarding the types and extent of career and vocational programs presently existing in these 50 school districts, paying particular attention to areas in which the YETP program is operated.

6. The private sector will be involved in activities for both in-school and out-of-school youth by providing information about specific industries' hiring practices, career advancement, etc. during mini workshop presentations. The private sector is expected to become more aware of the availability of young workers, their interests and capabilities while youth are also becoming more aware of what private enterprise has to offer.
The Youth Advisory sub-committee has representation from the private sector.

C. Approach

1. Program Activities

The BOS program will be implemented through centralized career guidance outlets. The program is "pre-vocational" in nature and is designed to provide a rational sequence of services to participants which easily link to, rather than duplicate the service mix provided under Title I funding. Components included in this approach are: self-assessment; goal setting by the participant; operationalizing goal setting by the participant; and, the development and dissemination of Alaskan occupational information to youth. Specific program activities include:

In-School Program

Transitional Services

Career Employment Experience

Out of School

Manpower Services

Supportive Services

Work Experience

The services provided both in-school and out of school youth are similar in nature and design and may be implemented through the same vehicle.

a. Community Resource Inventory

(1) The BOS inventory has been completed and has been transmitted under separate cover to the Regional Office. The analysis of this inventory has not been completed. However, the Prime Sponsor is preparing an analysis in the form of a matrix. It is expected that gaps and duplication of services will be identified. The matrix will be sent to the Regional Office upon completion.

The results of such information is expected to be a valuable tool for planning future youth programs within the Balance of State jurisdiction.

Activities carried out under the initial planning grant, in addition to the collection of information needed for the resource inventory include:

a.) Active participation in the Youth Services Coordinating Council by appointment of the Grants Coordinator. The purpose of this council is to implement the coordination of needed services to youth as identified by the Task Force on Youth Services. The need for employment information was given high priority in all reports by this task force. "The lack of

future orientation in the area of jobs, relationships, and plans or goals"[1] is considered to be one of the basic needs of youth.

b.) Prime Sponsor staff attended a three-day training workshop presented by Region X, October 12-14, on the planning and implementation of YEDPA.

c.) The Prime Sponsor will provide for training to services staff of its delivery agent(s).

d.) The Youth Advisory sub-committee held its first meeting November 3, 1977, in Anchorage. Additional meetings will be scheduled at later dates.

e.) Work sessions have been held which included participation by community based organizations, State agency staff members involved in providing youth services.

(2) Assessment of Community Institutions

(a) Currently the SESA's within the Balance of State Prime Sponsor jurisdiction work with CETA employers to fill job orders by conducting outreach activities, screening applicants, and making referrals of applicants to employers.

1 State of Alaska, Department of Health & Social Services, Youth Services; Recommendations for Improvement, June 10, 1977.

(b) Most LEA"s within the Balance of State Prime Sponsor jurisdiction have some type of Career Development program. The degrees of sophistication and levels of activity vary widely among the fifty school districts. Although vocational training experiences are available to some degree in most districts, the level of service, again varies. In most districts, there is very little direct involvement in employment programs.

(c) Labor organizations are represented on the SMSC and input and advice is sought. Union affiliated career choices made by participants will include consultation with the appropriate local labor union. The Balance of State Prime Sponsor coordinates with the Alaska Building and Construction Trades Council, AFL-CIO, Apprentice Outreach Program for the distribution of apprenticeship training information and the referral of clients.

(d) Community and neighborhood organizations identified by the Prime Sponsor include:

Organization	Services Provided
Juneau Teen Age Club P O Box 1153 Juneau, Alaska	Work experience (SPEDY)
Ketchikan Youth Advocate P O Box 2202 Ketchikan, Alaska 99901	See Page 40 of the Community Resource Inventory ...
Rural CAP (including all Box 3 3908 regional office Anchorage corporations). Alaska 99501	Work experience and training
Turning Point Boys Ranch Mile 68, Fairbanks Highway Willow, Alaska 99688	See Page 69 of the Community Resource Inventory
(Rural CAP regional corps.) Kodiak Area Community Development Corp. Gwitcha-Gwitchin-Ginkhye Koyukon Development Corporation Southeastern Alaska Community Action Program Upper Tanana Development Corp.	See RURAL CAP above
Bristol Bay Native Assoc. P O Box 179 Dillingham, Alaska	Title III, Section 302 Prime Sponsor Provides employment & training services
Kawarak, Inc. P O Box 505 Nome, Alaska	Title III, Section 302, Prime Sponsor
Mauneluk, Assn. P O Box 256 Kotzebue, Alaska	Title III, Section 302, Prime Sponsor
North Pacific Rim Native Corp. 433 W. 9th Anchorage, Alaska	Title III, Section 302, Prime Sponsor
Yupitak Bista, Inc. P O Box 219 Bethle, Alaska	Title III, Section 302, Prime Sponsor
Tlingit & Haida Central Council 130 Seward Street Juneau, Alaska	Title III, Section 302, Prime Sponsor
Tanana Chiefs Conference 102 Lacey Street Fairbanks, Alaska 99701	Title III, Section 302, Prime Sponsor

Cook Inlet Native Assn.
P O Box 515
Anchorage, Alaska

Title III, Section 302

Aleutian Probilof Island Assn.
430 C Street
Anchorage, Alaska

Title III, Section 302

Nome Community Center, Inc.
P O Box 98
Nome, Alaska

See page 55 of the Community Resource Inventory

Bidarki Corporation
Box 117
Cordova, Alaska

See page 7 of the Community Resource Inventory

Chugach Council of Campfire Girls, Inc.
326 H Street
Anchorage, Alaska

See page 15 of the Community Resource Inventory

Juneau Teen Home, Inc.
705 Sixth Street
Juneau, Alaska

See page 36 of the Community Resource Inventory

(e) Private sector participation is described in B.2.c.6., Page 46 of this application.

(f) Most local school districts have an existing system for granting academic credit for work experience. The Local Education Agency Agreements with the Prime Sponsor include a provision for the granting of credits.

(3) Knowledge Development Planning

(a) Research findings as provided by Margo Zuelow ; Ph.D.:

Problems in Implementing Small Secondary School Programs

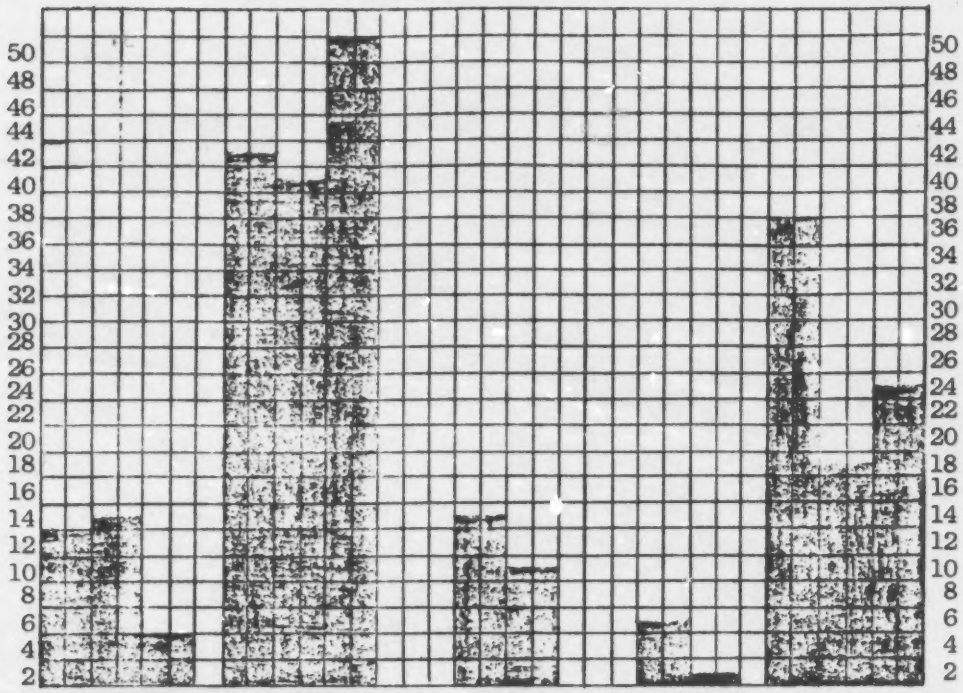
The Iditarod Area School District proposed a developmental on-going plan for a comprehensive secondary education program that would offer students a choice between five curriculum emphasis areas:

1. Preparation for a successful life in the home community and region.
2. Preparation for successful entrance into a business or trade school/program.
3. Preparation for a successful entrance into a public college or university.
4. Preparation for successful entrance into the Armed Services.
5. Preparation for any combination of the above.

The implementation problems addressed in this study related to putting into effect a program based upon offering emphasis area options. Four major questions were addressed:

GRAPH 1
(Questions 8 and 31)

MOST AND LEAST USEFUL EMPHASIS AREAS

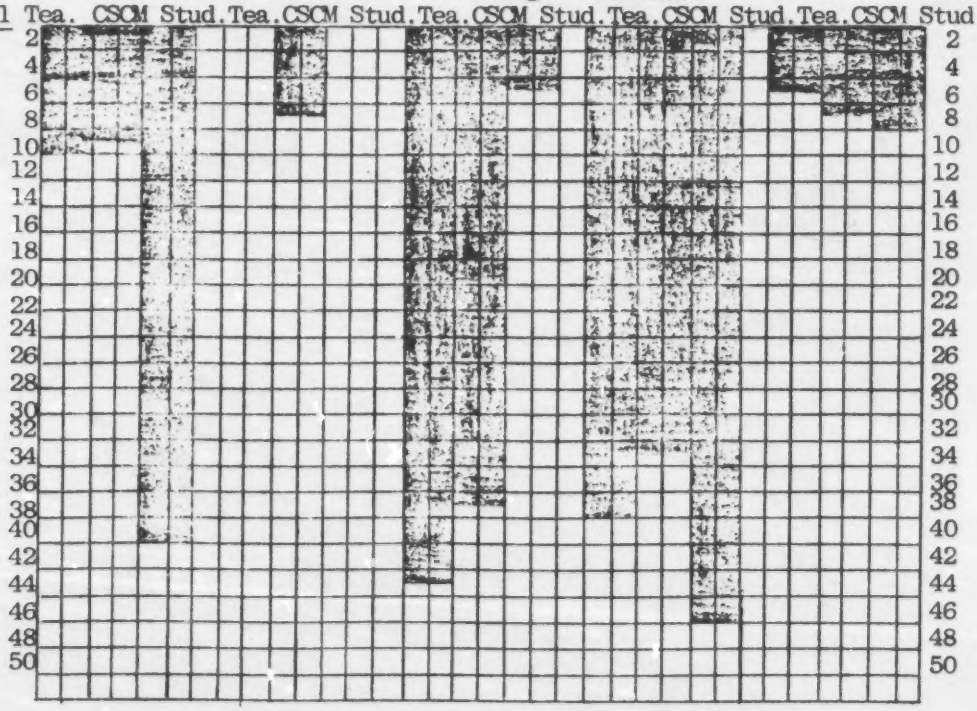


Most Useful — Tea. CSCM Stud. | Tea. CSCM Stud. | Tea. CSCM Stud. | Tea. CSCM Stud. | Tea. CSCM Stud.

Preparing a Student for a Successful:

Life in the Community	Entrance Into Business or Trade School	Entrance Into College	Entrance Into the Armed Services	Combination of any of the Others

Lease Useful — Tea. CSCM Stud. | Tea. CSCM Stud. | Tea. CSCM Stud. | Tea. CSCM Stud. | Tea. CSCM Stud.



(1) Are choices of emphasis area important?

(2) Which emphasis areas are most and least helpful?

(3) What physical and human resources are needed for implementation?, and

(4) What should be the role of parents?

When asked this question, 100 percent of the student 86 percent of the teachers, and 78 percent of the community school committee members thought students should be able to choose between program emphasis areas. When asked "Why?", the answers given by all three groups showed a recognition of and respect for individual differences. Even subjects who felt that emphasis areas should not be part of the program, or should be delayed, indicated that eventually students would have to make an individual decision.

Subjects were asked to choose which of the five emphasis areas they felt were most useful. Later they were asked which of the areas were least helpful. Each subject could only choose one emphasis area for each question.

Graph 1 compares and contrasts these two questions. There is substantial agreement (41 percent - 52 percent) among the largest number of subjects in all groups that preparation for entrance into business of trade school is the most helpful emphasis area. The next most popular choice (19 percent - 38 percent) was the combination of any of the others. Two combinations mentioned most often by subjects choosing this emphasis area were:

1. A combination of preparation for college and business or trade school.
2. A combination of preparation for life in the community and business or trade school.

(b) Unfortunately, no definitive state plan for the delivery of career and vocational/technical employment services is available. Without such a plan the problem of two or more agencies making plans which are at best incompatible and at worst contradictory in goals exists. This program will by September 30, 1978, report on a review of existing studies, reports, and data related to vocational/technical education and career education from local and state sources. The results of a survey which identifies critical conceptual and organizational delivery system problems and inventories of existing programs will be reported.

A study of work attitudes and role conceptualization of native workers in one Borough will be reported on.

b. Youth Council

(1) The Youth Advisory sub-committee of the GMPC has provided input on target areas (demonstration sites), target groups and has been charged with the review of the draft plan, to provide recommendations to Prime Sponsor staff and the Governor's Manpower Planning Council as well as review of LEA agreements. The Planning Council has been actively involved in recommendations of program design and delivery. The Prime Sponsor has held two meetings of the sub-committee during the planning process for this application; November 3 and November 30. Additionally, a full meeting of the GMPC for ratification of the recommendations made by the sub-committee and approval of the plan as submitted was held November 30, 1977. Additionally, the youth sub-committee is responsible for review, analysis and assessment of the program. It is expected that quarterly meetings will be held for this purpose.

(2) Two participants of the Summer Program for Economically Disadvantaged Youth (SPEDY) who are members of the Youth Advisory Council have been appointed to serve on the Youth Advisory Sub-Committee of the Governor's Manpower Planning Council.

(3) The Governor's Manpower Planning Council has established a sub-committee for the purpose of advising the Prime Sponsor in the areas of planning and implementation of the Youth Employment and Training Program in accordance with 97.795 (b) of the regulations.

Organizations and groups represented include:

Local Vocational Advisory Council - Katherine Hurley, Chariman
State Board of Education
Wasilla

Post Secondary Education Institution - Pat O'Rourke, Director
Kuskokwim Community College
Bethel

Business - Willie Oates
Alyeska Pipeline Service Corp.
Anchorage

Union - Vern Garrison
Joint Electrical Educational and Training Corp.
Anchorage

SESA - David Gale, Director
Employment Security Division
Department of Labor
Juneau

Local Government - Kevin Ritchie
City and Borough of Juneau
155 South Seward St.
Juneau

Non-Government - Fred Baker (Title III)
Dena Aka, Inc.
Fairbanks

Local - Juanita Corwin (Title III)
Anchorage

Eligible Applicant - Carl Gonder, Deputy Commisioner
Community and Regional Affairs
Juneau

Youth - Joleen Johnson, student
Angoon

Wayne Oxford, student
Wasilla

Local Education Agency - Jim Zuelow, Superintendent
Iditarod Area Schools

Allen Barnes, Executive Director
Southeast Regional Resource Center

(2) The youth services program will be co-located with the SESA in areas where facilities are available, thus, immediate access to job information, including the availability of the Title I On-the-Job Training program and Title II and VI Public Service Employment.

Prime Sponsor staff will provide continuing information regarding classroom training programs and other CETA services available in the area.

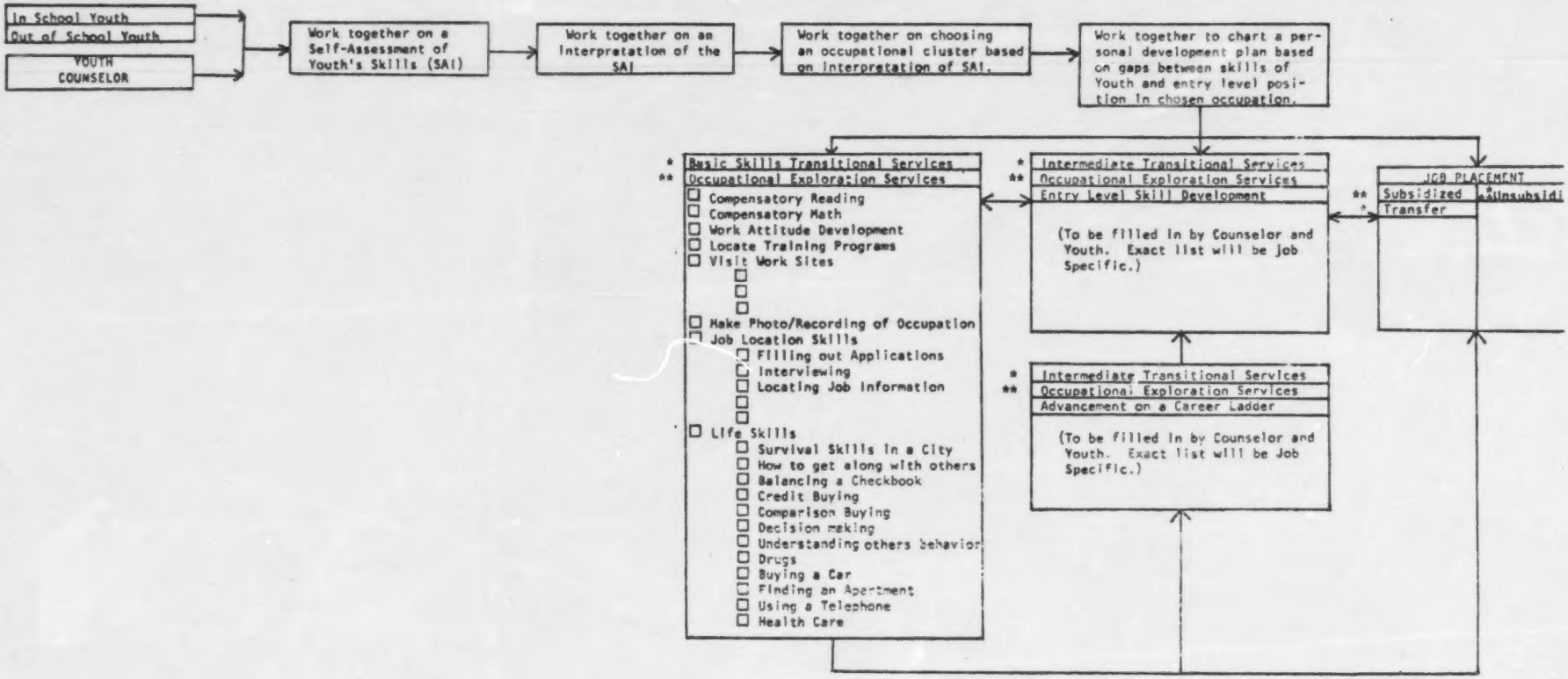
In areas where SESA facilities are not available, coordination with the nearest SESA office will be accomplished through the Rural Outreach Services Unit of the Employment Service.

02-8-001-48

1. Definitions: Intermediate Transitional Services - Training programs to develop specific skills needed for entry-level job placement. Examples are: Typing, Pilots ground school, Barber training.

Occupational Exploration Services - Include components under.

Component I - Transitional Services for Youth.



* For IN-School Youth
** For Out-Of-School Youth

62

76

75

d. In School Program

The in school program will be operated through the Alaska Department of Education (D.O.E.). Services as described below on the basis of an agreement with the individual school district, will be provided. It is anticipated that community based organizations will deliver services in some areas.

(1) Career Employment Experience

Due to budgetary constraints, the BOS program will include limited career employment experience opportunities as defined in Section 97.717 (a), (2). Participation will be limited to 8 weeks, except in cases where consultation between employer, school based counselor and the participant indicate a longer period of enrollment is essential toward the accomplishment of participant goals. There are linkages established between the Title I program to provide work experience and OJT opportunities for participants of the YETP. Placement into unsubsidized employment will also be encouraged.

(a) Job classification information cannot be provided at this time. The BOS program as displayed in the schematic on page 62, clearly explains the methodology for identification of career decisions. Goals will be established by the participant with the aid of the occupational guidance coordinator. At such time as a student has made a career choice, he/she and the coordinator will pick the appropriate work site.

At such time as information on job classifications is determined, it will be provided to the appropriate labor organization and the R.A.

(b) In the process of developing work sites, the coordinator and employer will agree on the level of supervision for inclusion in the written agreement.

Also included in the agreement is provision for periodic written evaluation by the employer. The coordinator will visit the student on the job once weekly to determine the adequacy of supervision as well as to review the performance, attitudes and program.

(c) Skills learned, in addition to specific job skills, include appropriate job roles and positive work attitudes.

Objectives;

-maintaining or increasing job responsibility within a given occupational area while remaining at a single job for 8 weeks;

-identifying their expectations about a job and identifying supervisor expectations;

-describing assigned job duties;

-maintaining prompt, regular attendance by program standards for a period of 8 weeks.

Some specific job skills, such as office occupations or ground school, may be part of the regular school curriculum. Work attitudes and job roles may also be taught from a theoretical point of view in the career education program.

Assurances that academic credit is given for work experience will be a part of the agreement signed by the LEA and the Prime Sponsor.

Due to the limited number of slots available within this budget, placement into unsubsidized employment is encouraged and, as applicable, the guidelines and objectives outlined above will be implemented and academic credit will be given.

(d) Transition Services for In-School youth include:

(i) Outreach, assessment and orientation

(ii) Occupational and career information and guidance

(iii) Services and activities which promote education to employment transition

(iv) Services designed to assist them obtain and retain employment

(v) Job sampling, including occupational exploration in both public and private sector

(vi) Vocational training information

(vii) Employability/Personal development planning

(viii) Placement and job development services

The description of the above services is more fully explained under Transition Services, C. 1. d. (2) (a) and (b), page 67 of this application. Relationships are displayed in the schematic shown on page 62 .

The number of individuals selected to participate in this activity is, of course, limited as previously explained. The participants will be selected by the occupational guidance coordinator, taking into account the school staff recommendations. Priority will be given to potential drop-outs, where such a career experience is determined to provide an incentive to the student to remain in school.

Additionally, priority will be given to students who need additional academic credit toward graduation and it is determined that such an experience will provide the needed credit.

It is expected that 100 students will participate in the Career Employment Experience Activity.

(e) Uses of school based staff-

(1) Identification fo students most in need of services.

(2) Development of career exploration experiences which may include a newly developed course in the school curriculum as well as delivery of mini-workshops in life skills,

(3) Development of job sampling programs in local businesses for participants,

(4) Offer instruction leading to GED and/or catch-up courses specifically related to the job, for out-of-school participants or refer out-of-school participants to existing Adult Education programs which can perform these services,

(5) Two districts will offer a week long job exploration trip to Anchorage for a total of 10 in-school participants,

(6) Collection of short and long range data on program and participants toward the end of improving services in the future,

(7) Coordinate with other educational and community organizations (including the employment service) in the area served by the district and this program.

(8) Provide academic credit for the employment experiences,

(9) Coordination by school based counselor in areas.

(f) On-The-Job Training will not be utilized under YETP. Referrals to the Title I OJT program, as applicable to the individual needs, and abilities, will be made.

(2) Transition Services

(a) An occupational guideance coordinator will be placed in each of the five target areas and will provide the following services:

PHASE I

* Administer self assessment instruments to students.
* Work with students to interpret self assessment instruments.
* Work with students to choose appropriate occupationl clusters based on results of self assessment.

* Work with students to identify gaps in the student's skills and skills needed to obtain an entry level job.
* Work with students to develop a program to fill in those gaps.
* Work with students to begin their planned programs.

A youth work experience participant will be placed in each of the sites to work with and assist the coordinator. The following objectives will be met by the occupational guidance trainee:

The participant will, after instruction, be able to administer and interpret self assessment instruments given to other youth.

The participant will administer and interpret self assessment instruments to youth.

The participant will help youth develop a program of accomplishments based upon the results of the youth's self assessment instrument.

Objectives for PHASE I, Transitional Services include:

The participant will, using the results of a self assessment tool, be able to choose three occupations appropriate to skills indicated on the tool.

The participant will, using the results of a self assessment tool, be able to identify areas of transitional services he/she needs to enter one chosen occupation.

The participant will, after identifying transitional services needed, develop a program of accomplishments with the coordinator toward entrance to one chosen occupation.

The participant will, after developing a program of accomplishment toward entrance to one chosen occupation, enter the first step of that program.

The youth will be placed in the appropriate steps of his/her individual program developed, as shown in the schematic on page 62 of this application.

Where a computerized self assessment instrument (SAI) is used, the following additional objectives will apply:

The participant will, under direction of the counselor, be able to use the computer terminal to do a self assessment.

The participant will, under the direction of the counselor, be able to use a self assessment instrument to determine personal occupational strengths and weaknesses.

PHASE II (a)

Basic Life Skills information and guidance will be delivered through mini workshops. Several workshops will be developed, based upon the requests of participants and the availability of such programs in the area. The mini workshop topics have been selected in coordination with each of the local school districts. The listing of selected workshops cover areas not presently integrated in the particular school curricula. The local priorities section, beginning on page 27 of this application as well as the Community Resource Inventory describe youth services available in each target area; these selected topics are not duplicated. Students will select workshops which best meet their needs, as well as alternatives, at the time of application for participation in the program. They will have another opportunity to select appropriate workshop choices at the completion of the self assessment process. Sometime during the semester, arrangements will be made for in school presentation time, where possible. As stated in the agreements between the LEA's and the Prime Sponsor, classroom space for the workshops is to be donated by the school. Provision for easy access to the building for students and workshop instructors will be the responsibility of the school. Provision for such cleaning and straightening of the room that will leave it in the same condition in which it was found will be the responsibility of the coordinator.

Mini workshop topics are:

1. Exploring Hidden Job Futures
2. Exploring A Career Or Two
3. Exploring Life Styles Men And Women Don't Usually Have
4. Exploring What You're Good At - What Your Interests Are
5. Learn How To Be A Better Worker - Your Roles, Attitudes, Rights, Etc.
6. Learn How To Get Your Next Job
7. Adventure In Anchorage
8. Learn How to Get Along Better With Your Friends, Family, Etc.
9. Learn To Manage Your Budget And Checking Account
10. Learn How To Buy Things On Credit
11. I Learn To Be A Better Shopper
12. II Learn To Be A Better Shopper
13. Learn To Handle Emergencies
14. Learn To Make Better Decisions, Solutions To Problems
15. Learn How To Buy And Keep Up "Wheels"
16. Learn To Find An Apartment
17. Improve Your Letter Writing
18. Communicating By Telephone
19. Exploring Your Career With A Camera

02-8-001-48

Objectives for the Workshop Coordinator are:

The workshop coordinator will be responsible for development of all materials for the workshops.

The workshop coordinator will travel to the sites and in cooperation with the youth occupational guidance coordinators and possible other consultants deliver the workshops to youth in the area.

Objectives for Student participants are:

Using the results of the self assessment instrument, choose three mini workshops appropriate to his/her needs.

Upon Choosing three mini workshops appropriate to his/her needs, attend all three.

Upon attending the mini workshops, participate actively to the satisfaction of the instructor.

After attending the mini workshops, be able to perform the activities stressed in the workshop to the satisfaction of the instructor.

PHASE II (b)

A small group (between 5 and 10) of rural students will travel with youth occupational guidance coordinator to Anchorage for the purpose of exploring the city, using a map and busses, for good places to look for jobs and other help. The time spent in Anchorage will be three days. Coordination in selecting employers to participate in an employment observation in the Anchorage area will be accomplished through the National Alliance of Businessmen (NAB's). Participants for this trip must meet the following criteria:

1) Come from a school district where credit can be obtained for such travel.

2) Students who have not been to Anchorage before, for the purposes of occupational exploration.

3) Students who have completed the self assessment instruments, interpreted the results, chosen an occupational cluster, and established a program of skill development.

Objectives for the Occupational Guidance Coordinator:

The coordinator will plan for visits to 5 employers in coordination with NABS where students will be allowed to interview management and observe employees on the job.

Employers chosen for visits should reflect the occupational clusters chosen by students.

The Coordinator will follow the procedure below for one day of the trip.

Divide the group into pairs.

Instruct students in reading a bus map.

Instruct students in reading a bus schedule.

Make certain each pair understands directions.

Give each pair a detailed set of directions of places to go in the city and return to starting point.

Give each pair a telephone number to call in case of problems.

Objectives for youth participants:

The participant will, under the direction of the Co-ordinator and in cooperation with a group of participants, plan a trip to Anchorage where they will visit employers and observe workers on the job.

The participant will, as a result of a trip to Anchorage where they will visit employers and observe workers on the job, be able to describe the method of entry into each of the occupations and the skills required of employees in these positions.

PHASE II (c)

Slide-Tape Presentation Development.

Students will participate in developing a slide tape presentation of some occupations in their community.

Students will take pictures and write a script of an employee in each occupation.

The scripts will be edited and technical assistance may be provided by an agency such as Public Broadcasting.

Slide/Tape Presentations will be reproduced and shared with other sites.

Objectives for the Occupational Guidance Trainee

The counselor will assist in the selection of students to make the slide/tape presentations based on results on the self assessment. (Students who do not obtain a clear occupation direction from the self assessment will be given this additional opportunity to explore career options.)

Objectives for the Students

The participant will, under the direction of the co-ordinator, take slides of people performing specific occupations in the community.

The participant will, under the direction of the co-ordinator, edit the slides, make a transcript explaining them to the satisfaction of the coordinator.

The participant will, with the assistance of a Public Broadcasting employee, or school personnel, (where applicable) develop a slide/tape presentation of one specific occupation.

(b) Transition services will utilize and supplement existing resources in the schools by using:

Classroom or office space for administering self assessment instruments, if necessary.

Classroom space for original presentation of program to students.

Office space for Occupational Guidance Coordinator for 1/2 day, 3 - 5 days per week.

Where available, coordinate with the Rural School Vocational Program for a trip to Anchorage.

Utilize equipment and school staff for production of slide/tape program, where available.

PHASE III

Job Placement will be provided into both subsidized and unsubsidized employment.

e. Work Experience

(1) The work experience activity provides short-term, part-time, and full-time employment for out of school youth. Due to the limitation of funds, it is expected that only 15 full-time slots for the program period will be available. Thus, participants who have made career decisions for which a short-term work experience situation is appropriate will be selected by the occupational guidance counselor. The work experience site will be selected through an effort on the part of the counselor to match participant to job. It is expected that participation will be limited to three months. Each of the five (5) sites will utilize one slot as an occupational guidance trainee. The main target group to be served is high school drop-outs.

Objectives:

(i) That 33% of participants will return to school, attain GED, and/or transfer to another CETA program.

(ii) Sixty percent (60%) of all participants will demonstrate successful involvement in the work experience program by:

- maintaining or increasing job responsibility within a given occupational area while remaining at a single job for three months;

- identifying their expectations about a job and identifying supervisor expectations;

- describing assigned job duties;

- maintaining prompt, regular attendance by program standards for a period of three months.

(2) Periodic contact between counselor and supervisor will be made for the purpose of reviewing participants performance, attitudes and progress.

In the process of developing work sites, the counselor and employer will agree on the level of supervision for inclusion in the written agreement.

(3) The Prime Sponsor intends to place one work experience participant in each of the five Youth Employment Services offices as an occupational guidance trainee. Objectives expected of youth participation in the provision of youth employment services are provided under transition services and Services program activity descriptions.

Training to the occupational guidance trainee includes:

- Use of self assessment instrument
- Interpretation of self assessment
- Helping others to use self assessment
- Delivery of mini workshops
- Job Development efforts

(4) Job sampling and vocational exploration will not be provided as a component of the work experience activity.

f. On-the-Job Training (OJT)

OJT will not be funded under YETP. Participants of the YETP will be afforded the opportunity to participate in the Title I OJT program by referral where appropriate.

g. Classroom Training

Classroom training will not be funded under YETP. Participants of the YETP will be referred to Title I classroom training programs when it is determined by the counselor as a need that must be satisfied if the participant's career goals are to be met.

h. Placement and Follow-Up

Placement services will be provided through efforts on the part of the occupational guidance coordinator placement by the SESA will be coordinated through this individual.

Placement by the SESA will be coordinated through this coordinator. The Prime Sponsor and the Alaska Department of Labor, Employment Security Division has entered into an agreement which includes placement. Follow-up will be conducted through the occupational guidance coordinator during the period of this grant at three-month intervals by personal contact with the participant and employers when possible. Additionally, the Prime Sponsor will conduct follow-up as described in the PSA.

Programs designed to overcome sex-stereotyping in job development and placement include.

1) Total career awareness and guidance to each participant regardless of sex.

2) Upon career decisions/choices being made, every participant will be encouraged to pursue his/her choice regardless of traditional male/female roles in occupations.

3) Job development will be accomplished on an individual basis following the participant choice, to the extent jobs are available in the area, regardless of traditional sex-stereotyping.

4) Efforts at overcoming sex-stereotyping by employers will be an integral part of the coordinators responsibilities in the development of jobs.

5) One of the mini workshops to be offered is "Exploring Lifestyles Men and Women do not Usually Know." This program includes films prepared by the YWCA, additionally, the status of women in Alaska will be integrated into the presentation.

To overcome sex-stereotyping in employment practices, it

is this Prime Sponsor's feeling that basic attitudes must be re-directed. Rural areas of the State cultural heritage has indicated the male/female role in not only family life but also in career availability. These attitudes are developed in village children from infancy and are respected as a part of the Alaska Native heritage. It is not expected that this program will have an immediate noticeable impact in some areas. It is the Prime Sponsor's assumption that information, guidance and counseling, as well as exposure are the best tools to be used in an effort to overcome this barrier.

i. Services for Out-of-School youth include:

(i) Outreach, assessment and orientation

(ii) Occupational and career information and guidance

(iii) Services and activities which promote education to employment transition

(iv) Services designed to assist them obtain and retain employment

(v) Job sampling, including occupational exploration in both public and private sector

(vi) Vocational training information

(vii) Employability/Personal development planning

(viii) Placement and job development services

An occupational guidance coordinator will be placed in each of the five target areas and will provide the following services:

PHASE I

* Administer self assessment instruments
* Interpretation of self assessment instruments
* Selection of appropriate occupational clusters based on results of self assessment
* Identification of gaps in the participant's skills and skills needed to obtain an entry level job.
* Development of a program to fill in those gaps
* Referral and/or placement into planned programs.

Objectives for PHASE I, Services include:

The participant will, using the results of a self assessment tool, be able to choose three occupations appropriate to skills indicated on the tool.

The participant will, using the results of a self assessment tool, be able to identify areas of services he/she needs to enter one chosen occupation.

The participant will, after identifying services needed, develop a program of accomplishments with the coordinator toward entrance to one chosen occupation.

The participant will, after developing a program of accomplishment toward entrance to one chosen occupation, enter the first step of that program.

The youth will be placed in the appropriate steps of his/her individual program developed, as shown in the schematic on page ____ of this application.

Where a computerized self assessment instrument (SAI) is used, the following additional objectives will apply:

The participant will, under direction of the counselor, be able to use the computer terminal to do a self assessment.

The participant will, under the direction of the counselor, be able to use a self assessment instrument to determine personal occupational strengths and weaknesses.

PHASE II

Slide-Tape Presentation Development

Development of a slide tape presentation of some occupations in the community.

Participants will take pictures and write a script of employees in chosen occupations.

The scripts will be edited and technical assistance may be provided by any agency such as Public Broadcasting.

Slide/Tape Presentations will be reproduced and shared with other sites, as appropriate.

PHASE III

Job Development/Placement is the major emphasis of the out of school program.

Supportive services as are required in order that employability not be seriously obstructed will be provided as described in the Title I Annual Plan in C, 1, a, (7), pages 27-28.

Supportive Services

(i) Transportation outside the participant residence is not required, unless referral is made to Title I classroom training program. In such cases, transportation expenses are provided through Title I. Local transportation is not necessary due to small communities and short distances.

(ii) Child care will be provided through referral of the participant to the State Day Care grant program.

j. Other Activities

N/A

k. Knowledge Development

As described in C.1.a.(3)(b) the Prime Sponsor will prepare and submit a report to the Regional Office by September 30, 1978. Additionally, the Prime Sponsor will secure information regarding the independent school district curricula on career and vocational programs and report impacts or changes as a result of the YETP.

Reports on accomplishments of goals and objectives will be prepared and submitted to the Regional Office. The operation of this program in selected target areas is intended to provide information needed to plan for future youth programs in the Balance of State in additional areas.

(1) Program for Youth of Varying Economic Background

This option will not be utilized in the Balance of State area during FY 78.

2. Delivery Agents/Linkages

a. As previously described, the Prime Sponsor has entered into a non-financial agreement for cooperation in the operation of the YETP. The youth employment services program will be co-located with the local SESA in areas where facilities are available. In rural areas where SESA offices do not exist, the nearest local office will provide support through the Rural Services Unit.

b. Local Education Agencies Agreement

(1) Upon identification of target groups and areas, the Prime Sponsor and its primary delivery agents, Alaska Department of Education, contracted the individual local school districts for finalization of the agreement.

Basically, the agreement will include what services are to be provided and by whom including cooperative efforts on the part of all participating.

(2) Activities and services provided by LEA's will be provided within 60 days of submission of this application.

(3) Funds provided for career employment experience and the transitional services will be included in LEA agreements.

c. Community Based Organizations (CBO's)

(1) Newspaper announcements were utilized to advise CBO's of the proposed plan. In each of the selected target areas, CBO's were included in the planning and negotiations with LEA's. Additionally, television and radio, including short wave, announcements were made to advise local organizations of scheduled meetings.

(2) CBO's which were provided copies of this plan are listed on page of this plan.

(3) Copies of written comments received are included as Attachment I of this plan.

(4) Information regarding activities and services to be provided by CBO's will be provided within 60 days of submission of this application.

(5) The Prime Sponsor will not directly perform any activities under this grant.

3. Discussion of YPPS and YBIS

a. Youth Program Planning Summary

It is expected that 400 in-school youth and 400 out-of-school youth will benefit from this program.

It is anticipated that 30% (240) will enter employment directly; 5% (40) will enter employment indirectly as a result of participation in the career employment experience and work experience programs; that 2% will obtain employment as a result of job search efforts and that 267 will terminate as other positive, by receipt of GED or transfer to another CETA program and will return to school.

b. Youth Budget Information Summary

Cost clusters are planned as follows:

Entering Employment	@	$1293
Positive Outcomes	@	$ 642
Direct Placements	@	$1595
Non-Direct Placements	@	$6834

The career employment experience program through local schools will conclude as the 1978 school year ends. Most students participating are expected to transfer to SPEDY or enter unsubsidized employment. School staff are not available during summer months for the continued support need for this program. The activity is not planned to resume in September. Transitional services are expected to continue through the summer months for students and emphasis placed on counseling, career information, guidance and job placement. It is expected that many more students and out of school youth will be seeking employment during the summer and this program will provide the needed job development and placement services not otherwise available to this age group. Additionally, many more unsubsidized jobs are available to youth during the summer months in Alaska.

Costs are planned equally for transitional services and services, as the major expenditures include salaries and benefits for the career guidance coordinators, which are standard monthly rates. While the major emphasis is on direct placements during the summer months, many more young people will be served. There is a large influx of young people, college students returning home for the summer, as well as others entering the state during the warm, summer months, who seek employment in Alaska.

Out of School Program Budget

Services

$90,050 - Services includes salaries and fringe benefits of occupational guidance coordinator, one at each site; travel for itenerate coordinator services to rural areas; travel for participants; materials and supplies.

$25,000 - Allowances at State minimum wage, $3.15 per hour, will provide payments for participation in mini-workshops, film projects; job sampling and observation. Six full time slots, 37.5 hours per week for 35 weeks are available.

Work Experience

$64,498 - Wages and Fringe Benefits. It is expected that 45 participants will be served, each participating approximately 3 months. Wages are based on State minimum wage, $3.15 per hour and fringe benefits are estimated at 10%.

$32,900 - Administration

In-School Program Budget

Career Employment Experience	
Transition Services	$22,513
Work Experience	$27,700
Transition Services	
Services	$67,537
Allowances	$25,000
Administration	$27,532

(2) Administrative costs charged to program activities include those directly attributed to an activity and a proration to each activity any administrative costs that cannot be directly attributed to an activity, mainly Prime Sponsor administrative costs, according to the following formula:

$$\frac{\text{Specific Acitvity Direct Charge}}{\text{Total Direct}} \times \text{Allocation Pool} = \text{Amount charged to Specific Activity}$$

(3) The Prime Sponsor does not anticipate administrative costs to exceed 20%.

4. Property

The BOS Prime Sponsor does not anticipate the purchase of equiptment which individually cost $1000 or more per unit.

D. Management and Administrative Plan

1. Expenses have been incurred under the YEDPA planning grant for the preparation of the Youth Services Inventory, the establishment of and meetings of the Youth sub-committee of the GMPC and other planning activities involved in the establishment of linkages with other organizations for the operation of this program.

2. Organizational structure as provided in the Prime Sponsor Agreement on pages 42, 43, and 44 have been approved, and appropriately staffed. It is felt that this organization is sufficient for the implementation of this program.

a. Five full time work experience slots have been designated to work in the delivery of this program. One slot will be available to each of the five target sites.

OMB Approval No. 44-R1575
Expiration Date 9/30/77

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

OCCUPATIONAL SUMMARY

1. GRANT NUMBER
02-8-001-48

2. PRIME SPONSOR
Governor, State of Alaska
Manpower Division, Dept. of Comm. & Reg. Affairs
Pouch BC
Juneau, Alaska 99811

3. OCCUPATIONAL TITLE	NUMBER OF JOBS	CETA WAGE RATE	COMPARABLE WAGE RATE	DURATION OF EMPLOYMENT	TOTAL WAGES
(A)	(B)	(C)	(D)	(E)	(F)
Occupational Guidance Trainee	5	$3.15/hr.	$3.00/hr.	6565 hrs.	$20,680
Additional occupational titles will be provided as jobs are created to suit individual participant needs.					$62,298
4. TOTAL ➤ ➤					$82,978

ETA 2-200
June 1976

91

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

YOUTH

BUDGET INFORMATION SUMMARY

A. GRANTEE'S NAME AND ADDRESS

Governor, State of Alaska
Manpower Division, Comm. & Reg. Affs.
Pouch BC
Juneau, Alaska 99811

B. GRANT NUMBER
02-3-001-48

C TYPE OF GRANT

☒ YETP ☐ OTHER .....

☐ YCCIP

D PERIOD COVERED BY GRANT (Month, Day, Year)

From: Date of execution

To: 9/30/78

E. BUDGET SUMMARY COST CATEGORIES

GRANT PROGRAM FUNCTION OR ACTIVITY	Estimated Unexpended Funds			New or Revised Budget			TOTAL
	Federal		Non-Federal	Federal		Non-Federal	
	Total	In-School		Total	In-School		
	b	c	d	e	f	g	h
1. Administration				60,432	27,132		
2. Allowances				50,000	25,000		
3. Wages & Fringes				92,198	27,700		
4. Worksite Supervision				-0-	-0-		
5. Training				-0-	-0-		
6. Services				180,100	90,050		
7. TOTAL				382,730	169,882		

YETP administrative costs will be first charged to 5% planning grant #02-7-060-48 until it is exhausted. Consequently, administration charged to this grant is limited to not more than 15.789% of total cost.

F. CUMULATIVE QUARTERLY PROJECTIONS OF OBLIGATIONS AND EXPENDITURES

	12/31	3/31	6/30	9/30
	a	b	c	d
1. Prime Sponsor Obligations		382,730	382,730	382,730
2. Total Projected Expenditures by Program		137,073	272,915	382,730
a. Career Employment Experience		30,000	60,015	60,015
b. Transition Services		36,623	72,000	109,867
c. Classroom Training				
d. On-the-Job Training				
e. Work Experience		25,000	50,000	76,498
f. Services to Participants		45,450	90,900	136,350
g. Other Activities				
h. Projected Expenditures of Non-Cal. Funds				
i. Total Fed. Funds Ret. in Grant				
j. Grand Total - Projected Expenditures		137,073	272,915	382,730

02-3-001-48

91

a. GRANTEE NAME AND ADDRESS

Governor, State of Alaska
Manpower Div., Dept. Comm. & Reg. Affairs, Pouch BC
Juneau, Alaska 99811

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

YOUTH PROGRAM PLANNING SUMMARY

b. GRANT NUMBER: 02-8-001-48

c. GRANT YEAR: From Date of Execution To 9/30/78

d. TYPE OF PROGRAM
1. [X] YETP
2. [ ] YCCIP
3. [ ] Title III Specify_____

FOR REGIONAL OFFICE USE ONLY

TRANS.	OPER.	SEQ.	CONTRACT KEY: Prog. Code	Reg.	St.	F.Y.	Project Number	Sub-Proj. No.	Comp. Code	MOD. NO.	MOD DATE: MM	DD	YY	MOD. TYPE
	D	0												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

INSTRUCTIONS FOR COMPLETING SECTIONS I, II, AND III

Sec. I: A (Total Enrollments) is the sum of A.1 and A.2. B (Total Terminations) is the sum of B.1 through B.3. C (Planned Enrollments) is A minus B.

Sec. II: Enter in line (a) Enrollments in each program activity cumulatively through the grant year, and in line (b) the number of participants planned to be enrolled in each program activity at the end of each quarter; participants who are concurrently enrolled in more than one activity should be counted in each activity in which they are enrolled.

Sec. III: Enter the cumulative number of participants in each segment to be enrolled during the grant year. Participants should be counted in as many significant segment groups as are applicable.

I. ENROLLMENT AND TERMINATION SUMMARY
GRANT YEAR-TO-DATE PLAN

						REPORT PERIOD	A. TOTAL ENROLLMENTS	1. Enrollments this yr.	2. Participants Carried Over	B. TOTAL TERMINATIONS	1. Entering Employment	a. Direct Plcmts.	b. Indirect Plcmts.	c. Obtained Employment	2. Other Positive	3. Non-positive	C. PLANNED ENROLLMENTS (end of quarter)
a	D	1				127	-0-										
b	D	1				037 8	250	250	-0-	140	42	37	-0-	5	29	69	110
c	D	1				067 8	500	500	-0-	400	148	120	20	8	135	117	100
d	D	1				097 8	800*	800	-0-	800	296	240	40	16	267	237	-0-
S	1	2	3			21 22 23 24 25	26	31	36	41	46	51	56	61	66	71	76

II. PLANNED ENROLLMENTS IN PROGRAM ACTIVITIES

					A. Career Employ Exper.	B. Trans Services	C. On-the-Job Training	D. Class. trng.	E. Work Experience
	D	1	a) Total Enrollments	127	-0-				
	D	1	b) Currently Enrolled	127	-0-				
	D	2	a) Total Enrollments	037	50	75			15
	D	3	b) Currently Enrolled	037	45	35			12
	D	2	a) Total Enrollments	067	100	200			30
	D	3	b) Currently Enrolled	067	-0-	50			15
	D	2	a) Total Enrollments	097	100	300			45
	D	3	b) Currently Enrolled	097	-0-	-0-			-0-
S	1	2	3	21 22 23 24 25	26	31	36	41	46

IV. OTHER ACTIVITIES

Indicate other activities or special programs on attachments. Describe their objectives and list milestones toward their achievement in a quantitative or narrative presentation.

Other Positive includes transfers to other CETA and obtainment of GED as well as those returning to school.

III. SIGNIFICANT SEGMENTS

	SIGNIFICANT SEGMENTS	GRANT YEAR-TO-DATE PLAN 12/31 (a)	3/31 (b)	6/30 (c)	9/30 (d)		SIGNIFICANT SEGMENTS	GRANT YEAR-TO-DATE PLAN 12/31 (a)	3/31 (b)	6/30 (c)	9/30 (d)
A	Drop outs	---	50	65	100	F	Other Min.	---	14	35	56
B	Offenders	---	20	30	45	G					
C	Alaska Nat.	---	116	290	464	H					
D	Female	---	82	205	328	I					
E	Welfare Rec.	---	30	70	100	J					

* Includes 355 participants in Services.

02-8-001-48 92

ETA 7-202 (Jun. 1977)